DOCUMENT RESUME

ED 168 148 EA 011 422

AUTHOR Hentges, Joseph T.
TITLE A Normative Study of the Assistant Principalship in Selected Minnesota Secondary Schools.
PUB DATE Aug 76
NOTE 130p.; Thesis for the Degree of Specialist in Educational Administration, Mankato State University; Appendices may be illegible

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Administrator Responsibility; *Administrator Role; *Assistant Principals; Literature Reviews; Principals; Questionnaires; Secondary Education; Statistical Analysis; Statistical Data; Tables (Data)
IDENTIFIERS Minnesota

ABSTRACT

The purpose of this study was to investigate the duties and responsibilities assigned to assistant principals in select Minnesota secondary schools. The objectives were to determine (1) the degree of responsibility delegated to the assistant principal for each duty assigned, (2) the level of authority involved in the completion of the delegated duty, (3) the degree of importance the duty had to the proper functioning of the school, as viewed by the respondents, (4) differences evident between the roles of assistant principals in junior and senior high schools, (5) differences evident between the roles of assistant principals in urban, rural, and suburban schools, and (6) differences in the perceptions of principals and assistant principals relative to the responsibilities, authority, and importance of the duties delegated to the assistant principal. The study concluded that assistant principals in Minnesota secondary schools are involved in practically all aspects of the administrative process and that most of their duties involve shared responsibility. (Author/LD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED168148

A NORMATIVE STUDY OF THE ASSISTANT PRINCIPALSHIP IN SELECTED MINNESOTA SECONDARY SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

Joseph T. Hentges

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Hentges

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Specialist
in Educational Administration
Mankato State University
August, 1976

EA 011 422

ABSTRACT OF THESIS

A NORMATIVE STUDY OF THE ASSISTANT PRINCIPALSHIP IN SELECTED MINNESOTA SECONDARY SCHOOLS

Joseph T. Hentges, Ed. S.
Mankato State University, 1976

The purpose of the study was to investigate the duties and responsibilities assigned to assistant principals in selected Minnesota secondary schools. The study had the objective of determining: (1) the degree of responsibility delegated to the assistant principal for each duty assigned, (2) the level of authority involved in the completion of the delegated duty, (3) the degree of importance the duty had to the proper functioning of the school, as viewed by the respondents, (4) the differences evident between the roles of assistant principals in junior and senior high schools, (5) the differences evident between the roles of assistant principals in urban, rural, and suburban schools, and (7) the differences in perception of principals and assistant principals relative to the responsibilities, authority, and importance of the duties delegated to the assistant principal.

A four page Likert-type questionnaire/opinionnaire consisting of five general information questions and sixty-nine possible administrative activities was developed and submitted to a systematic sample of assistant principals and principals in selected Minnesota secondary schools. Ninety-five assistant principals and seventy-four principals participated in the study. The data obtained was processed through the

use of the Univac 1106 computer of the Educational Computer Service Center, Mankato State University.

The study concluded that assistant principals in Minnesota secondary schools were involved in practically all aspects of the administrative process. Most of their duties involved shared responsibility rather than total responsibility. Secondary administrators generally viewed the work done by assistant principals as important to the overall functioning of the school when there is shared or total responsibility and when the degree of authority is advisory or high level. The assignments delegated to the assistant principal did not require, or permit, a high degree of decision-making authority except in the area of pupil personnel activities. Pupil personnel tasks and curriculum and instruction activities were considered to be of major importance. Discrepancies in perception relative to the work of the assistant by type and/or locale of school are variances of degree of involvement rather than a lack of involvement altogether. Principals and assistant principals shared similar viewpoints concerning the amount of responsibility, the degree of authority, and the importance of the work of the assistant principal. Principals, more frequently than assistant principals, believed that the assistant principals had substantial amounts of responsibility for important functions which required a relatively high level of decision-making authority.

TABLE OF CONTENTS

Page

LIST OF TABLES vii

Chapter

1. INTRODUCTION 1

STATEMENT OF THE PROBLEM 1

QUESTIONS TO BE ANSWERED 2

SIGNIFICANCE OF THE PROBLEM 2

ASSUMPTIONS OF THE STUDY 3

LIMITATIONS OF THE STUDY 3

DEFINITIONS OF TERMS 4

Normative Study 4

Authority 4

Responsibility 4

Accountability 4

School Management Tasks 4

Curriculum and Instruction Activities 5

Community Relations 5

Staff Personnel Tasks 5

Student Activity Duties 5

Pupil Personnel Tasks 5

Likert-Type Questionnaire 5

2. REVIEW OF RELATED LITERATURE 6

HISTORICAL PERSPECTIVE 6

DUTIES AND RESPONSIBILITIES OF THE ASSISTANT PRINCIPAL . . . 10

Chapter Page

DELEGATION OF RESPONSIBILITY AND AUTHORITY 27
What is Delegation? 28
SUMMARY 35
3. DESIGN OF THE STUDY 38
DESCRIPTION OF RESEARCH DESIGN 38
Organalysis Technique 38
Inventory of Administrative Activities 40
DATA GATHERING INSTRUMENT AND SAMPLING PROCEDURES 44
STATISTICAL TREATMENT OF DATA 46
4. ANALYSIS OF DATA 47
CHARACTERISTICS OF THE RESPONDENTS 47
EXTENT OF ADMINISTRATIVE INVOLVEMENT 51
Level of Responsibility 51
Degree of Authority 59
Discrepancies of Opinions Regarding Authority 67
IMPORTANCE OF INVOLVEMENT 68
Discrepancies of Opinions Regarding Importance 76
CORE OF ACTIVITIES 78
VARIATIONS BETWEEN TYPES OF SCHOOLS 79
Variance by Grades Served 80
Variance by Locale 81
SUMMARY OF THE DATA ANALYSIS 84
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 87
RESTATEMENT OF THE PROBLEM 87
SUMMARY 88
Duties and Responsibilities 88

Chapter Page

Authority 89
Importance Ascribed to Tasks 90
Variance Between Junior and Senior High Schools 90
Variance by Locale 91
Differences in Perception 91
CONCLUSIONS 92
RECOMMENDATIONS FOR FURTHER INVESTIGATION 93
BIBLIOGRAPHY 95
APPENDIXES
A. COVER LETTER FROM DAVID W. MEADE, MASSP 99
B. INTRODUCTORY LETTER 101
C. QUESTIONNAIRE/OPINIONNAIRE USED IN THE NORMATIVE STUDY . . . 103

LIST OF TABLES

Table		Page
2.1	Percentage of Assistant Principals With Some Responsibility for Certain Duties	12
2.2	Ten Activities for Which Assistant Principals Most Often Have Shared or Full Responsibility	17
2.3	Highest Ranked Duties Assigned to the Assistant Principals in Selected Indiana High Schools	20
2.4	Lowest Ranked Duties Assigned to the Assistant Principals in Selected Indiana High Schools	21
2.5	Highest Ranked Duties for Which Selected Minnesota Assistant Principals Have Full Responsibility	23
2.6	Highest Ranked Duties for Which Selected Minnesota Assistant Principals Have Full or Shared Responsibility	24
2.7	Duties for Which Selected Minnesota Assistant Principals Have the Least Amount of Responsibility	25
4.1	Percentage Distribution of Schools by Size of Student Body	48
4.2	Percentage Distribution of Schools by Grades Included	49
4.3	Percentage Distribution of Schools by Location	50
4.4	Relative Frequency With Which Different Numbers of Assistant Principals Were Employed in the Study Schools	50
4.5	Level of Responsibility Assistant Principals Had for the Performance of Certain Assigned Duties as Reported by Assistant Principals and Principals	52
4.6	Activities for Which Assistant Principals Had "Shared" or "Total" Responsibility in Half or More of the Schools in the Study	57

Table | Page

4.7 Activities for Which Assistant Principals Had No Responsibility in Half or More of the Schools in the Study 60

4.8 Degree of Authority Delegated to Assistant Principals for the Performance of Certain Assigned Duties as Reported by Assistant Principals and Principals 61

4.9 Activities for Which Assistant Principals Had a High Degree of Authority ("Final" Authority or "Must be Consulted") in Half or More of the Schools in the Study 65

4.10 Activities Involving Low Level Decision Making Authority ("Inform Only") as Reported by Half or More of the Schools in the Study 66

4.11 Percentage Distribution of Responses Concerning the Importance Administrators Ascribed to the Various Duties of the Assistant Principals 70

4.12 Activities of Assistant Principals Which Were Considered to be of Major Importance by Half or More of the Schools in the Study 74

4.13 Activities of Assistant Principals Which Were Considered to be of Minimal Importance by Half or More of the Schools in the Study 75

4.14 Administrative Tasks for Which, in a Majority of Schools, the Assistant Principal Has Full or Shared Responsibility, Exercises High-Level or Advisory Authority, and to Which His Contributions are Considered of Major Importance 79

4.15 Analysis of Administrative Activities of Assistant Principals Consisting of Total or Shared Responsibility, a High Degree of Authority, and Major Importance by Grades Served by the School 82

4.16 Analysis of Administrative Activities of Assistant Principals Consisting of Total or Shared Responsibility, a High Degree of Authority, and Major Importance by Locale of the School 83

Chapter 1

INTRODUCTION

In recent years the assistant principalship has evolved into a standard position in many American secondary schools. The position is no longer a phenomenon characteristic of only the large urban schools. To a considerable extent, the attitudes of the public and even of educators towards the role of the assistant principal are negative and uninformed.

The term assistant principal does not do justice to the role. In effect, the assistant principal is an administrator who handles a wide variety of the day-to-day problems of the school.

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the duties and responsibilities assigned to assistant and/or vice-principals in selected Minnesota secondary schools. The inventory of activities involving the assistant principalship that were investigated included: (1) school management, (2) curriculum and instruction, (3) community relations, (4) staff personnel, (5) student activities, and (6) pupil personnel items.

The study had the objective of determining: (1) the degree of responsibility delegated to the assistant principal for each duty assigned, (2) the level of authority involved in the completion of the delegated duty, and (3) the degree of importance the duty had to the proper functioning of the school, as viewed by the respondents.

QUESTIONS TO BE ANSWERED

The study attempted to answer the following questions:

1. What are the tasks assigned the secondary school assistant principal?

2. How much responsibility does the assistant principal have for the tasks in which he is involved?

3. What importance do administrators ascribe to these various tasks?

4. What level of authority in decision-making is the assistant principal free to exercise in carrying out his assignments?

5. Are there differences evident between the roles of assistant principals in junior and senior high schools?

6. Are there differences evident between the roles of assistant principals in urban, rural, and suburban schools?

7. Are there differences between the perceptions of principals and assistant principals relative to the responsibilities, authority, and importance of the duties delegated to the assistant principal?

SIGNIFICANCE OF THE PROBLEM

The importance of the assistant principalship as a vital cog in the administrative team was recognized in many schools. Complete and carefully spelled out job descriptions covering the areas of duties and responsibilities were practically non-existent, however. The position had not received significant attention as far as administrative study and research were concerned.

Recent interest in accountability on the local and national level had caused renewed attention to instructional and administrative practices.

A need existed to indicate the specific roles or jobs which were delegated to the assistant principal as a member of the administrative team. The challenge was to determine what this professional role was and what it should be. A good grasp of what the assistant principalship was all about was needed.

A need exists in any occupation for preparation, experience, and knowledge of the specifics in a job. The problem was, therefore, important due to the fact that roles needed to be identified for which individuals could prepare and for which they would be willing to accept an assignment. Perhaps, then, the dissatisfaction that seemed to be common within the assistant principalship will be lessened.

Finally, it was hoped that this study would be of value in that it would provide a basis for additional and continuing inquiry and research into the assistant principalship.

ASSUMPTIONS OF THE STUDY

It was assumed, for the purpose of this study, that the assistant principalship was important enough to merit a study of this nature. It was further assumed that the responding sample would provide sufficient data of a valid and reliable nature.

LIMITATIONS OF THE STUDY

The following were recognized as limitations of the study:

1. The study was limited to selected secondary school administrators within the State of Minnesota. The representativeness of the responding sample could not be precisely determined.

2. The list of duties and responsibilities included in the

questionnaire was not exhaustive but rather a selected sample.

3. Like all sample data, the statistics obtained through this study were subject to sampling variation. It was recognized that this variation must be considered whenever inferences about the population were based upon: (a) a single statistic and (b) the difference between two statistics, i.e., two percentages.

DEFINITION OF TERMS

Normative Study

A study which attempts to determine patterns or traits which are typical in the behavior or structure of a group is referred to as a normative study.

Authority

The sum of the rights and powers assigned to a position are known as the authority of that position. The level of authority is a measure of the power of free decision or latitude of personal choice within certain bounds.

Responsibility

Responsibility is the work assigned to a position.

Accountability

The degree to which one has an obligation to do the work and make the decisions in terms of understood and accepted standards is the degree of accountability.

School Management Tasks

School management is a classification which includes those day-to-day tasks that are related to running the school and providing for the

physical necessities of the educational program.

Curriculum and Instruction Activities

Those activities which are directly related to the school's course of study and instruction are referred to as curriculum and instruction activities. Included in this definition are improvement of instruction and related services as well as curriculum revision.

Community Relations

This category of tasks encompasses all activities that provide for interaction with the adults in the community.

Staff Personnel Tasks

Duties that relate directly to teachers, to their personal and professional welfare, and to their professional improvement are staff personnel tasks.

Student Activity Duties

Those duties that are directly related to the non-classroom, so-called extra-curricular activities of students are student activity tasks.

Pupil Personnel Tasks

Pupil personnel tasks are duties associated with student welfare, problems, and concerns in the school and in the community. Also included in this category is control and guidance within the school and improvement of health, social, and school life.

Likert-type Questionnaire

A Likert-type questionnaire is a restricted, or closed-form, questionnaire that calls for short, check responses to a number of statements about a subject.

Chapter 2

REVIEW OF RELATED LITERATURE

Louis A. Allen, in his book Professional Management, noted that the entire field of management is in a state of flux. Techniques developed as recently as the past decade are now discredited and more realistic and effective approaches are being proposed. This pattern of dynamic change is creating new demands on managers of all types. One of the demands created is a willingness to invest the time and effort necessary to properly evaluate new trends and determine their true worth and effectiveness.[1]

In order to see developing patterns in perspective requires a careful survey of current and past practices as well as those factors which govern effective management.[2] With this in mind, the review of literature relative to the assistant principalship was organized under three general categories: (1) Historical Perspective, (2) Duties and Responsibilities, and (3) Delegation of Responsibility and Authority.

HISTORICAL PERSPECTIVE

Information concerning the assistant principalship was quite meager. Little was written before 1953 with regard to the role and status of this administrative position. Increased attention to the topic has been given

---

[1]Louis A. Allen, Professional Management: New Concepts and Proven Practices (New York: McGraw-Hill, 1973), p. 1.

[2]Ibid., p. 1.

in the professional literature since 1953 but there is a need for more comprehensive research. A list of Educational Resources Information Center (ERIC) resumes published in 1973 contained only two references specifically addressed to this topic.[3]

To adequately understand the assistant principal's function as it is presently constituted, it is imperative that one comprehend how the position evolved. The genesis of the modern assistant principalship occurred fairly early in the Twentieth Century. The position has been emerging over the past 40 years. Gradually, as school enrollments increased and many high schools developed into complex organizations, it was necessary for school boards to create new positions to provide the principal with some form of assistant. Various titles were used to identify these assistants: dean, counselor, department head, advisor, associate principal, vice-principal, and assistant principal.[4] Gradually three titles came to be used to indicate a basically similar administrative function: associate principal, vice-principal, and assistant principal. Approximately 90 percent of those individuals who are next in authority to the principal are either designated as assistant principals or vice-principals.[5]

A reading of professional textbooks and periodicals written during the past 25 years dealing with the assistant principal's function revealed

---

[3]National Association of Secondary School Principals, The Assistant Principal: A Collection of ERIC Document Resumes, U. S., Educational Resources Information Center, ERIC Document ED 073 563, February, 1973.

[4]T. Marcus Gillespie, "The Assistant Principal: Status, Duties, and Responsibilities," The Bulletin of the National Association of Secondary School Principals, 45 (December, 1961), p. 59.

[5]Philip C. Wells, Robert H. Nelson, and Earl M. Johnson, "The Assistant Secondary School Principal," The Bulletin of the National Association of Secondary School Principals, 49 (January, 1965), pp. 15-16.

that there was general agreement on the need for the position but considerable lack of homogeneity concerning the nature of the position.

Barrett provided insight into the need for the employment of an assistant principal:

1. The position provides a training opportunity for a future school principal.

2. The position relieves the principal and thus provides him with more time for his more important duties.

3. The position provides an additional facility for contact and communication with parents, students, and teachers.

4. The position provides for more effective supervision of the entire school.

5. The position increases the scope of administrative activities.[6]

Laughery, writing in 1959, indicated that the assistant principal's position should serve two purposes. The position should promote a more effective administration of the educational offerings of the school, and should also provide an in-service preparation for the principalship itself.[7] Not all writers agreed with Gillespie's view that the effective secondary assistant principals of that era needed to be an education leader with training and talents closely paralleling those of the principal.[8] Some postulated that the assistant should possess expertise in areas in which the principal was less expert, thereby complementing the strengths of the principal and providing for a strengthening of the administrative team.[9]

---

[6]Thomas K. Barrett, "Assistant Principals," American School Board Journal, 130 (April, 1955), p. 56.

[7]Wayne W. Laughery, "Expedience or Vision in the Assignment of Assistant Principals' Duties?" The Bulletin of the National Association of Secondary School Principals, 43 (September, 1959), pp. 112-113.

[8]Gillespie, op. cit., p. 59.

[9]David B. Austin, Will French, and J. Dan Hull, American High School Administration: Policy and Practice (New York: Rolt, Rinehart and Winston, 1962), p. 165.

The literature of the late 1950's and early 1960's contained references to certain probable trends in regard to the assistant principal's position. The major conclusion of several studies indicated a change in the nature of the position was evident. General administrative, supervisory, and organizational duties were beginning to replace earlier clerical and disciplinary responsibilities.[10]

The Report of the Select Committee on Equal Educational Opportunity, United States Senate, December 31, 1972, suggested:

> . . . In order to relieve the school principal from his present administrative burdens, he should have the resources to select a school administrator or manager to fill a position with the rank of assistant principal. The administrator should be responsible for non-educational, administrative, and managerial functions at the school.[11]

In 1973, Rankin stated that the principal needed much more than merely an assistant, ". . . he needs someone with the philosophical and educational decision-making concepts similar to his to act for him."[12] He went on to indicate that the Cedar Rapids, Iowa, secondary school principals had taken the position that the term "assistant" principal did not do justice to the actual role that the individuals holding the position attempt to fulfill. The organization proposed the term "associate" principal for the following reason:

> The word 'associate' implies co-equal, rather than sub-ordinate. Its wide usage implies that a shift has been taking place from staid line and staff patterns of organization to more lateral communication patterns based on function.[13]

---

[10]Wells, Nelson, and Johnson, op. cit., p. 17.

[11]Donald L. Rankin, "A Unified Approach to Administration," The Bulletin of the National Association of Secondary School Principals, 57 (October, 1973), p. 73, citing "The Report of the Select Committee on Equal Educational Opportunity."

[12]Ibid., p. 73.

[13]Rankin, op. cit., p. 73, citing the Cedar Rapids Secondary School Principals Association.

From this historical perspective, it was apparent that there have been divergent conceptions of the assistant principal's function while the need for the position itself was relatively unquestioned.

DUTIES AND RESPONSIBILITIES OF THE ASSISTANT PRINCIPAL

In industrial organizations, programs for job descriptions and clarification, followed by individual objective-setting and periodic review as to the achievement of these objectives, are commonplace. However, such programs are relatively rare in educational institutions.

As mentioned earlier, recent interest in accountability has caused renewed attention to administrative practices. The importance of doing the work of administration more efficiently has been proposed as vital to the success of the schools. A need exists to indicate the specific roles or jobs which have been assigned to assistant principals before any further evaluation of roles can take place.

One of the earliest published studies concerning the role of the assistant principal was by Van Eman in 1926. The findings indicated the duties were mostly clerical in nature or dealt with supervision of extra-curricular activities. School administration textbooks cited the study as a prime authority on the subject for many years.[14]

In 1939, Wright surveyed 194 assistant principals. Pupil conferences, behavior problems, student educational programs, and attendance constituted the five duties the assistant principals were involved with most often.

---

[14]Charles R. Van Eman, "Functions of the Assistant High School Principal and Other Assistant Executives," Educational Research Bulletin, 5 (March 31, 1926), pp. 148-150, cited by Gillespie, p. 65.

Table 2-1 illustrates the duties surveyed and the percentage of assistant principals wholly or partly responsible for those duties.[15]

Greater variation in the duties of assistant principals was found in two 1946 studies. A survey of 21 assistant principals in Wisconsin by Gran found administrative responsibilities in the areas of pupil accounting, curriculum, and school control. A similar study by Holt of 35 Minnesota assistant principals indicated a trend towards broader areas of responsibility. The position was still clerical in nature; however, there was an increase in shared responsibilities in the areas of curriculum, school control, and extra-class activities.[16]

A study of the attitudes of assistant principals toward their duties and responsibilities in various medium-large cities was conducted by Bolden in 1956. The opinions concerning certain duties and responsibilities have been summarized by Gillespie:

1. Those relating to over-all direction of the school program are more appropriate than those of a managerial nature.

2. Supervisory activities relating to professional and pupil personnel, instruction, and guidance are appropriate.

3. Those relating to pupil welfare are appropriate, but 'police' activities such as detention room supervision are not.

4. Those related directly to control, attendance, and educational programs of pupils are appropriate, but routine clerical tasks are not.

5. Those which concern orientation, supervision, and assignment of substitute teachers are appropriate, but those concerning administration of the substitute service and the calling of substitutes are inappropriate.

---

[15]W. A. E. Wright, "Educational and Vocational Histories of Vice or Assistant Principals in Senior High Schools," School and Society, 49 (April 29, 1939), pp. 553-556, cited by Gillespie, p. 66.

[16]Charles Boardman, John Gran, and Agnes Holt, "The Duties and Responsibilities of the Assistant Principal in the Secondary School," The Bulletin of the National Association of Secondary School Principals, 30 (March, 1946), pp. 3-11, cited by Gillespie, p. 61.

Table 2.1

Percentage of Assistant Principals with Some Responsibility for Certain Duties[17]

Duties	Percentage
Conferences with pupils	100.0
Conferences with parents	94.3
Behavior problems	93.3
Assisting pupils with individual programs	75.3
Student registration	74.2
Absence	73.2
Educational guidance	71.6
Assisting in curriculum revision	67.0
Making master schedule	61.9
Classroom observation	53.6
Vocational guidance	51.5

[17]Wright, op. cit., cited by Gillespie, p. 66.

6. The importance of school-community relations is recognized, but opinions differ as to the scope of activities.[18]

An analysis of the results of Long's research in 1957 showed a broader scope of activities than was evidenced in earlier studies. The survey of 355 assistant principals in New York State indicated the most common activities involved the areas of pupil personnel, teacher personnel, and relations with parents. Furthermore, the assistant principals considered some specific duties as inherent to the position. Among these duties were scheduling classes, analyzing curriculum, and serving in the absence of the principal.[19]

What was perhaps the first nation-wide survey of women in administration was undertaken by Martin in 1958. Two of the major findings of this study of 80 women vice-principals were important to this report:

1. Responsibilities of women vice-principals were limited in scope. Most duties were in the area of pupil personnel services such as discipline, supervision, scheduling, guidance, and concerns of girls.

2. A number of possible threats to morale of women vice-principals were identified including serious discipline problems, heavy assignment loads, unnecessary work of a clerical nature, undesirable areas of responsibility, limited classroom contacts, and strained relations with other administrators.[20]

It would seem, after reviewing the Martin study, that women assistant principals definitely had a somewhat more restricted or narrow role than did men in similar positions.

---

[18]Gillespie, op. cit., p. 61.

[19]Charles M. Long, "Duties of Secondary School Vice-Principals," The Bulletin of the National Association of Secondary School Principals, 41 (February, 1957), pp. 26-37.

[20]Evelyn B. Martin, "A Profile of Women as Secondary School Vice-Principals," The Bulletin of the National Association of Secondary School Principals, 42 (March, 1958), pp. 77-83.

Research indicated that the role of the assistant principal at that point in time was gradually expanding in scope. The original role of dealing basically in pupil personnel services had begun to broaden and include such activities as school management, community relations, and some professional staff development activities. This view was supported, at least for larger school districts, by Jarrett's 1958 survey of the duties and responsibilities of the assistant principals in the 23 largest cities in the nation. Six major areas of responsibility were identified. They are listed below in the order of time allotment required by the assistant principals:

1. Administration of the educational program.
2. Pupil personnel services.
3. Administration of co-curricular activities.
4. School management.
5. Community relations.
6. Professional and in-service training.[21]

The continuing growth of the assistant principal's role was verified by the work of Davis and Moore in the mid-1960's. "Today the picture has changed radically in many ways. The assistant principal now has duties in organization, administration, and supervision. Instructional leadership, guidance, in-service education programs, and public relations are now part of his responsibilities."[22]

---

[21]Richard W. Jarrett, "The Activities of the Assistant Principal in Secondary Schools," The Bulletin of the National Association of Secondary School Principals, 42 (September, 1958), p. 63.

[22]E. Dale Davis and John Moore, "The Assistant Principal in the Junior High School," The Bulletin of the National Association of Secondary School Principals, 49 (January, 1965), p. 1-2.

Unequivocally, the single most authoritative study done to date on the assistant principalship was by the National Association of Secondary School Principals between the years 1965 to 1970. The overall research project, consisting of a 107-page report, was subdivided into three parts: (1) shadow study, (2) normative study, and (3) career study.[23]

The conclusion of the observers for the shadow study was that the title "assistant" was not an apt description:

> In essence, the assistant held things together; he was the man who was the operational leader on an hour-to-hour basis. . . . Beneath all the trivia there is an important fact lurking--the assistant principal is the man who makes the school go. He is the one who plugs the gaps wherever they are and sees that things get done. The principal is the figurehead who can communicate upward. The assistant principal is the link with the outside. He is, incidentally, the link to the principal for most teachers.[24]

The normative study attempted to answer four basic questions:

1. What do public school assistant principals do?

2. How much responsibility do they have for the tasks in which they are involved?

3. How important do the assistant principals view their various duties relative to the smooth running of the school?

4. What degree of discretion are assistant principals free to exercise in carrying out their assignments.

Answers were solicited from over 2,000 principals and over 1,000 assistant principals from a stratified random sample that accounted for 20 percent of American high schools. Table 2.2 lists the 10 activities for which assistant principals most often had shared or full responsibility. Four of the top 10 activities involved staff personnel work, two involved

---

[23]David B. Austin and Harry L. Brown, Jr., "Report of the Assistant Principalship, The Study of the Secondary School Principalship," The Bulletin of the National Association of Secondary School Principals, (Washington, D.C.: 1970).

[24]Ibid., p. 23.

school management tasks, two were concerned with pupil personnel items, one item was a student activity task, and one duty involved community relations.[25]

The normative study questionnaire data can be summarized as follows:

1. The assistant was involved to some extent in almost everything that happened in the school. The duties assigned to assistant principals involved all six of the basic categories used for grouping administrative tasks in this study: (a) school management tasks, (b) staff personnel duties, (c) community relations, (d) student activities, (e) curriculum and instruction activities, and (f) pupil personnel items.

2. As groups, the viewpoints of the assistant principals and principals were similar regarding the responsibilities of the assistants, the importance of the duties they performed, and the kind of discretion required in the execution of these duties.

3. There was striking variation from school to school relative to the level of responsibility, degree of importance, and/or the level of discretionary behavior permitted in fulfilling the assigned tasks of the assistants.

4. The assistant principals were seldom assigned "full" responsibility for any task. Generally the responsibility was "slight" or "shared."

5. Evidently less importance was attached to the work of the assistant in the areas of community relations and student activities than in the other four categories of assigned tasks.

6. Most of the assignments given to the assistant principals did not call for, or permit, high-level discretionary action on their part.

7. When the differences in viewpoint, though small in and by themselves, were combined with other findings of the study, there was the suggestion that some disharmony existed between the way an assistant principal understood the range and character of his duties and the way the principal saw them. More principals than assistants seemed to have positive perceptions of the role of the assistant principal.[26]

Two of the above mentioned conclusions raise issues of a rather serious nature for the assistant principalship. The conclusion that the assistant principal is seldom assigned "full" responsibility for any task raises the implication that perhaps assistant principals would be more accurately described as "assistant to the principal." The National Association

---

[25]Ibid., p. 35.

[26]Ibid., pp. 46-47.

Table 2.2

Ten Activities for which Assistant Principals Most Often Have Shared or Full Responsibility[27]

Item	As Reported by	
	Assistant Principal	Principal
	%	%
Pupil discipline	90	94
Special arrangements at start & close of school year	89	88
Pupil Attendance	82	89
Emergency Arrangements	79	88
School policies	76	78
Orientation for new teachers	73	71
Teacher "duty" roster	71	75
School public relations program	71	74
School dances	71	79
Faculty meetings	69	71

[27] ibid., p. 35.

of Secondary School Principals study viewed this implication with alarm. "If this is indeed the case, it appears essential to ask if this conception of the assistant principalship is really appropriate to the administrative needs of the contemporary American high school."[28] Equally disconcerting was the conclusion that the duties of the assistant principals did not call for, or permit, high-level discretionary action on their part. The authors responded disquietingly, ". . . we believe that a do-as-you-are-told policy in assigning duties to members of an administrative team is a very short-sighted one as measured by the well-being of a school."[29]

The discussion of this substantive research project can be concluded with a listing of the six general findings of the three-part study:

> 1. In today's larger secondary schools, the assistant principal is essential to the effective functioning of that school. . . .
>
> 2. The assistant principal is primarily concerned with people and their relationships as established, stressed, and threatened within the milieu of the school. . . .
>
> 3. Critical to the understanding of any assistant principalship at any time is the peculiar relationship between the principal and the assistant principal. . . . It is his concept of the role of the assistant principal which will be most influential. . . .
>
> 4. There seems to be ample reason to question the commonly held belief that the assistant principalship is a necessary step in the preparation of those who will serve as effective school principals. . . .
>
> 5. The satisfactions to be found in the assistant principalship are few and unimpressive to most who occupy this office. . . .
>
> 6. The assistant principal tends to be an intermediary.[30]

Participant evaluation sheets for National Association of Secondary School Principals Frontline Conferences convinced Burgess, for one, that the role of

---

[28]Ibid., p. 46.

[29]Ibid., p. 47.

[30]Ibid., pp. 78-79.

the assistant principal as of crucial importance in secondary education but was, nevertheless, filled with deep frustrations and concerns. The five primary duties of assistants that were mentioned most frequently in the evaluations were: (1) discipline, (2) teacher evaluation, (3) attendance, (4) curriculum development and staff leadership, and (5) student activities. Immediately behind the five primary duties were a variety of other tasks such as community relations, building maintenance, scheduling, budgeting, guidance supervision, and setting the atmosphere of the school.[31]

Brown and Rentschler reported on a study in 1973 whereby they attempted to determine the reasons why assistant principals often are not appointed to fill principalship vacancies in their schools. As a part of the procedures they investigated whether or not the duties of the assistant actually were preparatory for the principalship in general. One hundred ninety-two principals in Indiana returned a check list of duties assigned to the assistant principals. The results of that survey were of interest for the purpose of this paper. The top five items which appeared most often for high school assistant principals all involved pupil personnel tasks. The top ten items involved the additional areas of school management tasks, student activities, and staff personnel duties (see Table 2.3). Those items least often assigned to assistant principals are listed in rank order in Table 2.4. The study observed that the duties performed least often by assistant principals were most closely related to items related to instructional leadership and curriculum development.[32]

---

[31]Lovala Burgess, "The Assistant Principalship: Where Now," The Bulletin of the National Association of Secondary School Principals, 60 (April, 1976), pp. 76-77.

[32]Glenn J. Brown and James E. Rentschler, "Why Don't Assistant Principals Get the Principalship?" The Bulletin of the National Association of Secondary School Principals, 57 (October, 1973), p. 42-44.

Table 2.3

Highest Ranked Duties Assigned to the Assistant Principals in Selected Indiana High Schools[33]

Item	Rank	Number of Responses
Supervising student behavior in building & on grounds	1.5	126
Conferring with parents concerning student problems	1.5	126
Dealing with individual student discipline problems	3	124
Counseling students	4	112
Consulting with guidance counselors	5.5	111
Arranging & taking part in faculty meetings	5.5	111
Attending professional meetings	7.5	109
Helping to arrange & organize a school schedule	7.5	109
Assisting new teachers	9.5	106
Supervising athletic activities	9.5	106

[33]Glenn J. Brown and James E. Rentschler, "Why Don't Assistant Principals Get the Principalship?" The Bulletin of the National Association of Secondary School Principals, 57 (October, 1973), p. 43.

Table 2.4

Lowest Ranked Duties Assigned to the Assistant Principals in Selected Indiana High Schools[34]

Item	Rank	Number of Responses
Work in central office	1	13
Use or develop programmed instructional aids	2	17
Teach classes	3	23
Attend board meetings	4	26
Work specifically with integration problems	5.5	28
Attend professional conventions	5.5	28
Help teachers organize and arrange large group instruction	7	29
Work on budget problems	8.5	30
Initiating some flexible scheduling	8.5	30
Arranging bus schedules	10.5	31
Helping to improve the library	10.5	31

[34]Brown and Rentschler, op. cit., p. 43.

At the time of this study, Regan was studying the duties of Minnesota assistant principals. He was concerned with the tasks the assistants said they did and with how much responsibility the assistants felt they had for each task. The survey was restricted to the opinions of a random sampling of assistant principals only. Nevertheless, the data collected were valuable for the purposes of this project. Regan graciously provided this writer with an unpublished tabulation of his survey data.

Five of the ten highest ranked duties which assistant principals indicated they had full responsibility for dealt with pupil personnel items, specifically with attendance and discipline. Three items were concerned with school management tasks and the remaining two duties were in the area of curriculum and instruction. Table 2.5 lists these duties.[35]

Those tasks which were ranked highest when the assistant principal's responsibility level was either full or shared with another indicated a broadening in the scope of the assistant principal's role (see Table 2.6). Five of the items still dealt with pupil personnel items. The remaining duties consisted of two curriculum and instruction activities, and one item in each of the categories of school management tasks, community relations, and staff personnel items.[36]

Those duties assigned to the assistant principals which consisted of the least amount of responsibility are presented in Table 2.7. Analysis of the results indicated that assistant principals in Minnesota had the least involvement and/or responsibility in those areas relating to instructional leadership and community relations. The study seemed to substantiate the research and conclusion of Brown and Rentschler in Indiana.[37]

---

[35]John E. Regan, "Duties and Responsibilities of Minnesota Assistant Principals," (unpublished thesis data, University of Minnesota, 1976), pp. 2-3.

[36]Ibid., pp. 2-3. [37]Ibid., pp. 2-3; see Brown and Rentschler, p. 44.

Table 2.5

Highest Ranked Duties for which Selected Minnesota Assistant Principals Have Full Responsibility[38]

Item	Rank	Percent of Responses
The school in the principal's absence	1	73.5
Pupil attendance	2	48.9
Checking on student abasence & tardiness	3	48.1
Pupil suspensions	4	43.2
Pupil discipline	5	42.0
Parent conferences on pupil discipline	6	35.6
Loading the master schedule	7	34.5
Preparing the master schedule	8	33.7
Student lockers	9	31.1
Supervision of the cafeteria	10	29.9

[38]Regan, op. cit., pp. 2-3.

Table 2.6

Highest Ranked Duties for which Selected Minnesota Assistant Principals Have Full or Shared Responsibility[39]

Item	Rank	Percent of Responses
The school in the principal's absence	1	97.7
Pupil discipline	2	97.3
Pupil suspensions	3	96.6
Parent conferences on student discipline	4.5	96.2
Handling complaints	4.5	96.2
Developing school	6	89.4
Parent conferences on pupil adjustment	7.5	88.3
Checking student absence & tardiness	7.5	88.3
Supervision of classroom teachers	9	80.7
Liaison with community youth agencies	10	80.3

[39] Ibid., pp. 2-3.

Table 2.7

Duties for which Selected Minnesota Assistant Principals Have the Least Amount of Responsibility[40]

Item	Rank	Percent of Responses
Teaching classes	1	91.3
School newspaper	2	88.3
School budget	3	84.8
A-V materials	4	83.3
School supplies	5	81.9
Student financial aid	6	80.0
Adult/community education	7	79.2
Community fund drives	8	78.0
Alumni Association	9	77.3
Organizing teacher social activities	10	75.4

[40] Ibid.

A chronological survey of research related to the role of the assistant principalship can best be summed up in the words of Davis and Moore:

> . . . The assistant principalship in our secondary schools has evolved without an adequate sense of direction or underlying philosophy. The assistant principal's duties and responsibilities have developed, not from adequate planning, but from various duties too often delegated on the basis of expedience rather than sound principles of organization and personnel administration.[41]

In most cases, the authority exercised by the assistant principal was of a limited nature. He might have been involved in planning and carrying out decisions but the ultimate responsibility resided with the principal. The extent of responsibility and authority of the assistant principal usually was determined by the principal.

A need was indicated in the professional literature for the assistant principal to become more involved in the improvement of instruction and curriculum development, public relations, and other areas which require educational leadership. Hurley recommended that the principal welcome the opportunity to involve his assistant more fully in the entire domain of educational leadership for several significant reasons:

1. A more balanced image of the assistant would work to his advantage when dealing with students, parents and staff.

2. The assistant needs to be looked upon as an educator in his own right, and not merely as one who handles routine administrative detail. This is important if he is to gain the confidence and respect of the staff as an educational leader.

3. Improving the self-image of the assistant should make him a more contented and efficient member of the administrative team.

4. Upgrading the position will require a person with broader abilities to fill it; in turn, it will provide an opportunity for

---

[41] Davis and Moore, op. cit., p. 1.

growth in decision-making abilities which are vital to the principalship.[42]

Principals need to provide their assistants with satisfying job experiences beyond those of coping with discipline, attendance, schedules, and food service problems. The assistants need opportunities for professional advancement and an occasional pat on the back.

DELEGATION OF RESPONSIBILITY AND AUTHORITY

> If administrators are to be educational leaders, they must have their management functions so well in hand that only a small portion of their time is thus involved--even if it means delegation of much of the work. The school administrator who is tied up in management functions will never be able to be an educational leader--he will finish out his days counting paper clips and weighing sweeping compound.[43]

Delegation, the ability to get results through others, is probably the most important of all the skills an administrator must possess. The measure of an administrator's ability to delegate properly is also one indication of how well he can manage. Allen stated emphatically,

> The key to a manager's success is his ability to get others to do work for him by delegating responsibility and authority. This requires skill and self-discipline, but it is absolutely necessary so that the manager can multiply his limited strength through that of others.[44]

Industry has long recognized the importance of delegation of authority and responsibility. Companies stress repeatedly that prospects are selected for management positions largely on their ability to delegate.

---

[42] Leo Hurley, "The Vice Principal: Educational Leader or Hatchet Man?" The Bulletin of the National Association of Secondary School Principals, 49 (January, 1965), pp. 13-14.

[43] David W. Meade, "The Administrative Team," Minnesota Association of Secondary School Principals Bulletin, 35 (November, 1970), p. 45.

[44] Allen, op. cit., p. 123.

A partial listing of major corporations espousing this philosophy would include Atlantic Refining Company, U. S. Rubber Company, Dresser Industries, Westinghouse Electric Corporation, and others.[45]

Louis W. Allen has had broad management and consulting experience with both business and government groups in the United States and throughout the world. Jerry Salek, Professor of Educational Administration, Mankato State University, has written that Allen's concept of management follows one of the main trends of thinking in advancing the science of management. Salek further noted that Richard Burke, Chairman of the Board, George A. Roper Company, attested to the fact that Allen's concept of management represented sound management practice as practiced in industry.[46]

It is Allen's concept of management, specifically as it relates to delegation of responsibility and authority, which will be employed in this study.

What Is Delegation

Recently George A. Rieder, the new President of the American Society for Personnel Administration, noted that studies have shown that 25 percent of the duties, tasks, and objectives managers perform are not even expected by their superiors. At the same time, the managers do not even know 25 percent of the performance for which the boss holds him accountable.[47]

---

[45]Louis W. Allen, Management and Organization (New York: McGraw-Hill, 1958), pp. 114-115.

[46]Jerry Salek, Ed.D., "An Investigation of the Applicability of an Industrial Management and Organization Approach to the Administrative Structure of House Plan Senior High Schools" (unpublished Doctoral dissertation, Teachers College, Columbia University, 1968), p. 37.

[47]George A. Rieder, "The Role of Tomorrow's Manager," The Personnel Administrator, 20 (January, 1975), p. 16.

One reason for unsuccessful delegation involves the fact that administrators do not truly understand what delegation is, or what is involved in the process. Allen defines delegating as, ". . . . the work a manager does to entrust responsibility and authority to others and to create accountability for results."[48] Knezevich stated that the process of delegation involves:

> 1. Assignment of duties by an executive to subordinates.
>
> 2. Granting of permission or authority to make commitments, to utilize resources, and to determine other action necessary to perform delegated duties or responsibilities.
>
> 3. Creation of an obligation on the part of each subordinate to the executive for satisfactory performance of duties.[49]

Both definitions were indicative of current concepts and beliefs by recognized authorities on this topic. Analysis of the two statements identified three essential aspects of delegation: (1) assignment of a duty or responsibility, (2) granting of authority, and (3) creation of an obligation or accountability. Care must be taken when using the terms responsibility, authority, and accountability. Even though most of the professional literature recognized the separate activities that comprise delegation, there is no universal acceptance of the terms that are used to describe these activities. There is a need at this point to delineate the term responsibility, authority and accountability.

Responsibility. The purpose of delegating tasks is to provide an opportunity for work to be done and decisions made by those people who are capable of doing the necessary tasks as well as, or better than, the administrator/

---

[48] Allen, Professional Management: New Concepts and Proven Practices, op. cit., p. 123.

[49] Stephen J. Knezevich, Administration of Public Education (3rd ed.: New York: Harper and Row, 1975), p. 44.

manager. It follows, therefore, that the work must be assigned to someone. This work assigned to a position is defined by Allen as "responsibility." It includes all the mental and physical activities which are required to perform a task or duty.[50]

Not all writers accept such a narrow definition of responsibility. Knezevich, when discussing delegation, used the term "responsibility" so as to connotate both the assigned duty and the obligation to fulfill that duty.[51] Allen was not unaware of this conflict. Rather, he pointed out that his intent was to use the term "accountability" to emphasize this obligation to perform.[52]

The reason for assigning responsibility is to ensure that each person does the proper amount of work necessary to accomplish the organizational objectives. This work can be of two types: (1) terminal responsibility, or (2) advisory and service responsibility.

"Terminal responsibility," Allen stated, "is work a person is obligated to carry through to conclusion."[53] The person is responsible for initiating the task and carrying it through to the point where no further effort is required. "Advisory and service responsibility is work a person does for others," according to Allen.[54] He used this category to include suggestions and recommendations, or service which a person actually does for others. He is accountable for his own work (advice), but not for the completed work to which his effort contributes. Allen warned that in a

---

[50]Allen, Professional Management: New Concepts and Proven Practices, op. cit., p. 125.

[51]Knezevich, op. cit., p. 44.

[52]Allen, Management and Organization, op. cit., p. 117.

[53]Allen, Professional Management: New Concepts and Proven Practices, op. cit., p. 126.

[54]Ibid.

staff relationship, this type of responsibility is frustration unless spelled out clearly.[55]

Authority. If a person is to be held accountable for a delegated task it is necessary to enpower that individual to make the necessary decisions and exercise the rights and powers necessary to perform the work most effectively. "Authority is the sum of the rights and powers assigned to a position."[56] Authority, Allen pointed out, may vary from one situation to another. In his earlier writings, Management and Organization, 1958, he identified three classifications of authority:

> 1. Authority of knowledge is due to what a person knows. A consultant generally exerts this type of authority; he influences thinking without giving orders. Most staff positions in educational institutions operate through the exercise of authority of knowledge.
>
> 2. Authority of position would exist because of possession of line authority or persons with line authority. A suggestion or implied preference by a staff assistant can be tantamount to an order because of the assistant's influence with his principal. A subordinate also has the capacity to weaken or limit his superior's authority by less than enthusiastic obedience or compliance.
>
> 3. Legal authority refers to those powers or rights conferred by power of law. The power of authority is defined as limited by statute.[57]

The above classifications are based on one's position held or knowledge possessed. A different classification system based on degree of authority was used by Allen more recently. His most recent book, Professional Management: New Concepts and Proven Practices, 1973, discussed four classifications:

> 1. Command authority grants the right to make the final decision without going to another for approval. Generally, command authority will be associated with terminal responsibility. If work is expected

---

[55] Ibid., pp. 126-127. [56] Ibid., p. 125.

[57] Allen, Management and Organization, op. cit., pp. 118-119.

to be carried through to completion, then the person assigned the task should have the necessary authority to make the final decisions.

2. Recommendation authority is that authority that grants the right to offer recommendations and help, and to understand what is done with the recommendations. This means that the one with the authority must be consulted and his recommendation must be sought in specified areas.

3. The right to approve a decision before it becomes final is approval authority. Approval authority is tantamount to command authority but is subject to review by a superior.

4. Finally, Allen refers to a category he calls information authority which is the right to receive certain types of information. This information only classification does not require understanding or acceptance of the decision.[58]

Accountability. Accountability is, ". . . an obligation to do the work and make the decisions in terms of understood and accepted standards."[59] The reader's attention is directed to certain important aspects of the definition: (1) it is an obligation, (2) the performance standards need to be predetermined, (3) the standards should also be understood and accepted by the subordinate. There are seven guiding principles relative to accountability:

1. Accountability cannot be delegated. The person who delegates remains accountable to his superior for the work he has delegated to another.

2. The accountability of superiors for the acts of subordinates is absolute. This principle must be tempered by common sense depending upon the specifics of each situation.

3. Accountability always is upward while the flow of responsibility and authority are downward since they are both delegated to subordinates.

4. One should be held accountable only to the extent that he is delegated responsibility and authority. A person should not be

---

[58]Allen, Professional Management: New Concepts and Proven Practices, op. cit., pp. 127-129.

[59]Ibid., p. 125.

accountable if he is not delegated work to perform (responsibility) or if authority has been withheld.

5. Each individual should be accountable to only one superior for the same responsibility, otherwise conflicting orders are likely to result.

6. The delegator has an inherent obligation to set the standards of performance.[60]

Recapitulation. Before proceeding with a discussion of what constitutes effective delegation, it is desirable to summarize the preceding delineation of the various aspects of delegation.

"Delegation is the dynamics of management. . ."[61] When a manager delegates, it means he recognizes that his subordinates are capable of examining a problem, defining it properly, identifying alternative courses of action, and arriving at sound conclusions.[62]

The three essential aspects of delegation used by Allen have been identified:

> . . . the entrustment of work, or responsibility, to another for performance; the entrustment of powers and rights, or authority, to be exercised; and the creation of an obligation, or accountability, on the part of the person accepting the delegation to perform in terms of the standards established.[63]

The person accepting the delegation is accountable for the manner in which he utilized the authority. When an administrator delegates responsibility and authority to a subordinate, he should be precise in specifying the standards of performance he expects and should establish the parameters of the authority granted.[64]

---

[60] Ibid., pp. 121-122.

[61] Allen, Management and Organization, op. cit., pp. 121-122.

[62] Richard Young, "Delegation, Decision-Making and the School Principal," MASSP Bulletin, 37 (May, 1972), p. 79.

[63] Allen, Management and Organization, op. cit., p. 116.

[64] Knezevich, op. cit., p. 44.

Effective delegation. What kinds of tasks should a manager delegate and what work should he reserve for himself? The professional literature is generally in agreement that managers should be concerned, to the extent possible, with leadership roles involving leading, planning. organizing, and controlling. Managers must initiate and make final decisions with respect to the overall organization structure, setting of performance standards, reporting, evaluating, and prescribing remedial actions. That is not to say that subordinates are not involved in participatory decision-making. The manager ought to involve others in developing recommendations so that he need only study the alternatives and make the final decision based on the staff input. To do otherwise would be abdicating managerial responsibilities.[65]

The manager should delegate as much of the routine and details of the job as possible. Most technical work can, and should, be delegated. In no way does this mean that subordinates are delegated only the monotonous, unchallenging aspects of the organization work. Delegated tasks should include planning, organizing, and controlling activities in the technical areas.

A word of caution needs to be inserted here. If the subordinates do not have the capability, or are not properly trained, delegation will not be successful. The challenge for the manager is then to train others to do the delegated tasks at the earliest time practicable.[66]

---

[65]Nancy F. Sprague, "Involving the Assistant Principal on the Administrative Team," The Bulletin of the National Association of Secondary School Principals, 57 (October, 1973), pp. 28-35: see also Knezevich, pp. 25-27; see also Jacobson, Logsdon, and Wiegman, pp. 54-57; see also Allen, Professional Management, pp. 131-132.

[66]Allen, Professional Management: New Concepts and Proven Practices, op. cit., p. 132.

The following five steps have been suggested by Allen as methods to help a manager improve his ability to delegate:

1. He should define his own responsibility and authority and then define those portions which he has delegated. These portions represent actual delegation.

2. He should confirm his definitions by getting the U/A (understanding, acceptance) of his manager about what the superior has delegated to him, and the U/A (understanding, acceptance) of his team-members about what he had delegated to them.

3. He should determine ideal delegation. That is, what he should delegate, in contrast to what he should be doing himself.

4. He should compare actual to ideal delegation, identify discrepancies, and determine the steps he will take to improve his ability to delegate.

5. Again, he should get the U/A (understanding, acceptance) of his manager about what the superior has delegated to him; also he should get the U/A understanding, acceptance of his team-members about what he has delegated to them.[67]

It was noted earlier that the professional literature relative to the duties of the assistant principal contained numerous references to the need for more involvement of the assistant principal in those areas which require educational leadership. If this is to be accomplished, and if there is to be an upgrading of the assistant principalship position, both the principal and the assistant principal need to develop an understanding of the concepts of delegation of responsibility and authority.

SUMMARY

The review of professional literature has been investigated and categorized under three general classifications: (1) a historical perspective of the assistant principalship, (2) the role of the assistant principal, and (3) the delegation of responsibility and authority.

---

[67] Ibid., p. 134.

From a historical perspective, it was apparent that there have been divergent conceptions of the assistant principal's proper function while the need for the position itself has been relatively unquestioned. The position originally was intended to relieve the principal from an overburden of tasks. In more recent years the position broadened in scope to the point where some writers and organizations believe the term "associate" principal better describes the function of the position.

As originally perceived, the role of the assistant principal was little more than a clerical position which also included limited pupil personnel activities such as attendance and discipline. The role was too narrowly defined and there was relatively little change until the late 1950's. Since that time the duties and responsibilities have become more encompassing and now include a variety of tasks in the areas of school management, curriculum and instruction, pupil personnel items, staff personnel services, and limited activities in the area of community relations. Recent studies indicate that there is a continuing need for research, evaluation, and reordering of the duties and responsibilities of the assistant principalship.

The authority exercised by the assistant principal is of a limited nature. He may be involved in planning and carrying out decisions but the ultimate responsibility and authority will reside with the principal. Principals need to provide their assistants with satisfying job experiences. In the final analysis, the principal's willingness to share his power and glory with other members of his administration is crucial to the upgrading up the assistant principalship.

Delegation has been identified as probably the most important of all the skills an administrator must possess. It is the dynamics of administration according to Louis W. Allen. The three essential aspects of

delegation were recognized as: (1) responsibility--the work assigned to a position, (2) authority--the rights and powers assigned to a position, and (3) accountability--an obligation to do the work and make the decisions in terms of understood and accepted standards. The professional literature made note of the fact that the flow of responsibility and authority is always downward--from superior to subordinate. Conversely, the flow of accountability is always upwards to the one who delegated the task. Accountability is an absolute and cannot be delegated. In order to provide the assistant principal with more meaningful experiences and in order to involve the assistant principal in areas of educational leadership, there is a need to develop competencies of delegation among all administrators.

The challenge now is to identify and develop procedures and instruments as a means of analyzing the assistant principalship in selected Minnesota secondary schools. These procedures and instruments must analyze the various administrative activities the assistant principals are involved in as well as the extent of delegation of responsibility and authority in fulfilling the assigned tasks.

Chapter 3

DESIGN OF THE STUDY

DESCRIPTION OF RESEARCH DESIGN

The purpose of the study was to analyze the existing organization of the work of the assistant principal in selected Minnesota secondary schools. It was necessary to develop an instrument capable of identifying and cataloguing: (1) the work that was being performed by the assistant principals; (2) the level of responsibility assigned to each task; (3) the authority that was delegated in order to accomplish the tasks; and (4) the degree of importance the various duties had to the proper functioning of the school, as viewed by the respondents.

Organalysis Technique

A technique was developed by Allen for analysis of an organization in terms of the above concepts. This "organalysis technique" was a means to: (1) define and clarify an existing organization, (2) eliminate duplicity and overlap of assigned duties, and (3) improve administrative procedures as well as for other organizational values.[1]

The organalysis technique was an application of linear charting originally developed by Ernest Hymans and Serge Birne. The procedure, in its simplest form, consisted of: (1) charting the assigned duties, (2) identifying the level of responsibility for each duty, and (3) determinating

---

[1]Louis A. Allen, Management and Organization (New York: McGraw-Hill, 1958), p. 284.

the degree of authority delegated to each duty.[2]

For the purpose of this study it was decided to use a revised model of Allen's technique in order to obtain an accurate picture of the work of the assistant principal. These revisions were in the area of categories describing responsibility and authority levels as well as the addition of a measurement of the perceived importance of each duty.

Three categories were selected to describe the level of responsibility the assistant principal had for each duty delegated:

1. None: The assistant principal had no responsibility for the delegated task.

2. Shared: Both the assistant principal and the principal (or other) worked together in planning, organizing, coordinating and carrying out the task.

3. Total: The assistant principal was obligated to carry the delegated task through to its conclusion; the assistant principal planned, organized, and completed the task.

The "total" category was identical to Allen's definition of "terminal" responsibility. The term "shared" was similar to Allen's "advisory or service" category. It was the opinion of this writer that the term "shared" was more easily understood and less subject to misinterpretation by the respondents, particularly in view of the category headings selected for the measurement of the degree of authority.

In Management and Organization, Allen recommended five categories to identify the limits of authority for the purposes of organalysis.[3] The five

---

[2]Louis A. Allen, Professional Management: New Concepts and Proven Practices (New York: McGraw-Hill, 1973), pp. 134-136.

[3]Allen, Management and Organization, op. cit., p. 289.

categories were used in this study with very little revision.

1. Information Only: The assistant principal must have been notified of action taken or a decision made; his approval was not required.

2. Surrogate (Allen used the term "service"): The assistant principal was delegated to act in place of another; the authority to act was by specific and restricted delegation of the one having the final authority.

3. Advisory: The assistant principal had the authority to provide advise, suggestions, recommendations, and counsel.

4. Must Be Consulted: The assistant principal must have been consulted prior to a final decision. Disagreement had to be carried to a higher authority before a final decision could be made.

5. Final: The assistant principal had the right to make the final decision. He did not have to go to another for final approval.

The importance that administrators ascribed to the various delegated duties was measured in three categories: (1) major importance, (2) average importance, and (3) minimal importance. No definitions were provided since it was felt they would not clarify the answers. The respondents answered as they perceived the categories.

Inventory of Administrative Activities

The final step in the development of the research design was the formulation of an inventory of administrative activities. The list, slightly modified, was the list of duties developed for the National Association of Secondary School Principals study of the assistant principalship by Austin and Brown.[4] The original list of fifty-nine items was expanded to

[4]David B. Austin and Harry L. Brown, Jr., Report of the Assistant Principalship, The Study of the Secondary School Principalship, National Association of Secondary School Principals (Washington, D.C.: 1970), pp. 31-34.

a final list consisting of sixty-nine possible administrative activities. The list was not exhaustive, nor was it intended to be so. Rather, it was intended as a selected sample of activities representative of the duties of the assistant principalship.

The sixty-nine representative administrative activities were arranged in a random manner on the questionnaire/opinionnaire. However, the list was originally developed under six broad categories of administrative activity. An explanation of the six categories and the related administrative tasks is important at this point since they will be referred to from time to time in the remainder of the study. The corresponding questionnaire number is listed in parentheses following each task.

School management tasks. School management is a classification which includes those day-to-day tasks that are related to running the school and providing for the physical necessities of the educational program:

school budget (12)

school calendar (13)

school daily bulletins (14)

transportation services (23)

special arrangements at the start and close of the school year (26)

custodial services (37)

clerical services (38)

school financial accounts (42)

cafeteria services (48)

non-instructional equipment and supplies (53)

vending machines (55)

emergency arrangements (58)

school related building use (58)

non-school related building use (59)

Curriculum and instruction activities. Those activities which are directly related to the school's course of study and instruction are referred to as curriculum and instruction activities. Included in this definition are improvement of instruction and related services as well as curriculum revision:

evaluation of teachers (4)

instruction for home-bound students (7)

providing instructional materials (8)

curriculum development (17)

work-study programs (21)

innovations, experiments, and research (25)

textbook selection (32)

school master schedule (41)

school-wide exams, finals, etc. (49)

articulation with feeder schools (50)

teaching classes (63)

Community relations. This category of tasks emcompasses all those activities that provide for interaction with the adults in the community:

school alumni association (10)

school public relations (11)

PTA, etc. (22)

administrative representative of the school at community functions (24)

adult education (35)

information concerning community resources for instruction (46)

liaison with youth serving agencies of the community (51)

Staff personnel tasks. Duties that relate directly to teachers, to their personal and professional welfare, and to their professional improvement are staff personnel tasks:

school policies (2)

orientation of new teachers (15)

teacher personnel records (19)

substitute teachers (27)

student teachers (28)

teacher duty rosters (29)

teacher selection (39)

faculty meetings (44)

negotiations - planning/review (65)

department head meetings (66)

in-service programs (67)

Student activity duties. Those duties that are directly related to the non-classroom, so-called extra-curricular activities of students are student activity tasks:

assemblies, lyceums (5)

varsity athletics (6)

student photos (9)

student council (18)

school club program (33)

school traffic or safety squad (34)

school newspaper (43)

student store (47)

school dances and social activities (54)

supervision of evening activities, games, etc. (62)

intramural programs (69)

Pupil personnel tasks. Pupil personnel tasks are duties associated with student welfare, problems, and concerns in the school and in the community. Also included in this category is control and guidance within the school and improvement of health, social, and school life:

pupil discipline (1)

orientation program for new students (3)

school guidance program (16)

medical, dental, and health services (20)

financial aid for students (31)

detention (36)

pupil attendance (40)

external testing program (45)

relationships with educational and employer representatives (52)

school assistance to students in transition from school to post school life (57)

graduation exercises (60)

student registration (61)

staffing - case conferences (64)

parent conferences - academic purposes (68)

DATA GATHERING INSTRUMENT AND SAMPLING PROCEDURES

A four page Likert-type questionnaire/opinionnaire consisting of five general information questions and 69 possible administrative activities

was developed. The instrument was tested on the members of a graduate course in Field Study Design at Mankato State University as well as various secondary administrators. Suggested revisions of format and content were incorporated into the final survey instrument. The questionnaire/opinionnaire submitted to the systematic sample of assistant principals was reproduced in Appendix C.

Assistance with the research project was sought from the Minnesota Association of Secondary School Principals. David Meade, Excecutive Secretary, agreed to provide a cover letter asking the cooperation of the selected administrators with what he believed to be a valuable research project. Further assistance was provided in the identification of the appropriate selected sampling and in the survey mailing procedure.

The systematic sample was chosen from the alphabetical plate listing of secondary school assistant principals who were also members of the Minnesota Association of Secondary School Principals. Packets of survey materials were mailed to every third assistant principal on the Association's membership list. One hundred twenty-seven packets were mailed out.

The survey packets consisted of the following materials:

1. A cover letter from David Meade, Executive Secretary of the Minnesota Association of Secondary School Principals (see Appendix A).

2. An introductory letter explaining the purpose and importance of the project (see Appendix B).

3. A questionnaire/opinionnaire with a stamped self-addressed return envelope, to be filled out by the assistant principal (see Appendic C).

4. A questionnaire/opinionnaire with a stamped self-addressed return envelope, to be filled out by the corresponding building principal. The assistant principal was asked to forward this material to the principal. After completing the survey, the building principal returned the survey

directly to this writer.

The questionnaires/opinionnaires for the principals and the assistant principals were identical.

The packets of survey materials were mailed in May, 1976. Follow-up letters were sent two weeks later and final follow-up was conducted in mid-June, 1976.

STATISTICAL TREATMENT OF DATA

The data obtained through the use of the questionnaire/opinionnaire were processed through the use of the data processing equipment and the Univac 1106 computer of the Educational Computer Service Center, Mankato State University. The data were key-punched onto cards in early June, 1976. The computer program was developed simultaneously under the direction and supervision of Dr. Duane Braaten, Mankato State University.

Frequency counts, cross tabulations, and distribution analyses were obtained through the use of the computer program. This resulted in a total of 316 computer print-out tables. These tables have been summarized in the present report.

Chi square (X^2) tests of independence of the discrete data were conducted for all variables. Analysis of variance was determined between groups and within groups of responses. F tests and/or T tests for pooled variance estimates and separate variance estimates were conducted, where appropriate, on cross tabulation data.

Chapter 4

ANALYSIS OF DATA

Data for the study was received from 95 assistant principals and 74 principals. Survey packets had been mailed to a systematic sampling consisting of 127 assistant principals. Returns indicated that, of that total number, six so-called assistant principals in actuality held other positions not compatible with this study. The systematic sample was thereby reduced to 121 assistant principals. In a small number of cases (eight), survey packets were received by more than one assistant principal with the same school. This fact reduced the size of the sample population of principals to 113. Percentage distribution of data returns was 79 percent for assistant principals (sample population of 121 and 95 useable returns) and 75 percent for principals (sample population of 113 and 74 returns).

During the tabulation of the survey data it was noted that the number of responses varied from item to item. Three reasons have been identified for this variance in response frequency: (1) oversight and/or human error, (2) the item was not applicable to the respondent's situation, or (3) the respondent did not feel qualified to answer the question or did not understand the intent of the item.

CHARACTERISTICS OF THE RESPONDENTS

The intent of the systematic sample was to solicit responses from a cross-section of secondary schools based on the size of the schools, grades served by the schools, school enrollment, and location. An analysis of the data in Tables 4.1 to 4.3 reveals that this balanced cross-section was

achieved.

Responses were received from administrators working in schools of various student populations. The percentage distribution of schools by size of the student body is shown in Table 4.1. Schools of 500 or more students were well represented. Only two percent of the assistant principals responding indicated they worked in schools with fewer than 500 students. This result was not surprising since it is generally accepted that an assistant principal is added to the administrative staff when the population of the school reaches the vicinity of 500 to 600 students. The distribution of responding principals and assistant principals was similar. To the extent that the work of the assistant principal was influenced by the size of the school, the two groups of respondents had about the same range of backgrounds.

Table 4.1

Percentage Distribution of Schools by Size of Student Body

School Enrollment	Questionnaire Source	
	Assistant Principal	Principal
Under 500	2.1	1.4
500-750	14.0	17.6
751-1000	20.4	23.0
1001-1500	36.6	31.0
1501-2000	14.0	13.5
Over 2000	12.9	13.5
	(n = 93)	(n = 74)

The distribution of schools according to the grades served by the schools provided an indication of a balanced cross-section of responses.

The data are shown in Table 4.2. The fewest number of returns were from junior-senior high school combinations.

Table 4.2

Percentage Distribution of Schools by Grades Included

Grades Served by School	As Reported by Assistant Principal	As Reported by Principal
7-9	23.5	28.4
7-12	14.9	12.2
9-12	21.3	21.6
10-12	32.9	29.7
All other grade organizations	7.4	8.1
	(n = 94)	(n = 74)

A number of responses indicated grade organizations other than those listed on the questionnaire. These grade organizations were various combinations of middle schools and/or junior high schools, i.e., grades six to eight, grades seven and eight, or grades eight and nine. One of the respondents represented a vocational-technical school.

A study of the percentage distribution of schools by location revealed that almost one-half of the respondents worked in suburban schools (see Table 4.3). The fewest responses were from the urban areas of St. Paul, Minneapolis, and Duluth which was consistent with the proportionate number of schools involved in those areas. Schools classified as "other" were, for the most part, outlying cities such as Rochester, Austin, St. Cloud, Bemidji, etc.

Approximately one-half of the respondents were represented schools employing one full-time assistant principal. Only three percent of the

assistant principals and five percent of the principals reported part-time assistant principal positions. The relative frequency with which different numbers of assistant principals were employed in the study schools is provided in Table 4.4

Table 4.3

Percentage Distribution of Schools by Location

Location of School	As Reported by Assistant Principal	As Reported by Principal
Rural	30.9	40.5
Urban	14.9	13.5
Suburban	47.9	41.9
Other	6.3	4.1
	(n = 94)	(n = 74)

Table 4.4

Relative Frequency with Which Different Numbers of Assistant Principals Were Employed in the Study Schools

Number	As Reported by Assistant Principal	As Reported by Principal
None	0.0	0.0
1 (part-time)	3.2	5.4
1 (full-time)	53.7	47.3
2	28.4	32.4
3 or more	14.7	14.9
	(n = 95)	(n = 74)

The distribution of responding assistant principals and principals was considered essentially the same in all categories of data concerning the characteristics of the respondents. The intent was to obtain information from a balanced cross-section of secondary schools. The data indicated this was accomplished.

EXTENT OF ADMINISTRATIVE INVOLVEMENT

The principals and assistant principals who contributed to the study were asked to respond to a 69 item questionnaire. The items were arranged in random manner on the questionnaire although they were originally developed under six broad categories of administrative activity. These categories and specific items were discussed in detail in Chapter 3 of this report. All the data has been organized and tabulated under these six basic categories: (1) school management tasks, (2) curriculum and instruction activities, (3) community relations, (4) staff personnel tasks, (5) student activity duties, and (6) pupil personnel tasks.

Level of Responsibility

The study provided evidence that assistant principals in Minnesota secondary schools were involved in practically all aspects of the administrative process. None of the 69 items on the questionnaire held a zero response. In varying degrees, every item involved some type of administrative activity by some assistant principal, or principals, somewhere. Table 4.5 provides a listing of the 69 questionnaire items organized as follows:

1. Column one shows the total number of responses to each item by the assistant principals and principals. The principals' responses are enclosed in parentheses.

2. Columns two, three and four contain the listing of administrative

Table 4.5

Level of Responsibility Assistant Principals Had for the Performance of Certain Assigned Duties as Reported by Assistant Principals and Principals (Percentage Distribution)

	NUMBER OF RESPONSES	NONE	SHARED	TOTAL
SCHOOL MANAGEMENT TASKS:		%	%	%
School budget	94 (72)*	69.1 (54.2)*	30.9 (45.8)*	.0 (.0)*
School calendar	93 (71)	32.3 (22.5)	59.1 (62.0)	8.6 (15.5)
School daily bulletins	92 (71)	20.7 (31.0)	67.4 (50.7)	12.0 (18.3)
Transportation services	89 (72)	52.8 (36.1)	28.2 (41.7)	19.1 (22.2)
Special arrangements at start and close of school year	91 (72)	6.6 (4.2)	85.7 (93.1)	7.7 (2.8)
Custodial services	94 (73)	38.3 (46.6)	58.5 (53.4)	3.2 (.0)
Clerical services	93 (72)	20.4 (22.2)	74.2 (72.2)	5.4 (5.6)
School financial accounts	93 (73)	71.0 (65.8)	26.9 (32.9)	2.2 (1.4)
Cafeteria services	94 (70)	30.9 (32.9)	57.4 (55.7)	11.7 (11.4)
Non-instructional equipment and supplies	89 (70)	52.8 (38.6)	44.9 (58.6)	2.2 (2.9)
Vending machines	88 (67)	59.1 (55.2)	25.0 (23.9)	15.9 (20.9)
Emergency arrangements	92 (69)	9.8 (4.3)	66.3 (75.4)	23.9 (20.3)
School related building use	92 (70)	29.3 (34.3)	62.0 (58.6)	8.7 (7.1)
Non-school related building use	91 (70)	56.0 (61.4)	38.5 (32.9)	5.5 (5.7)
CURRICULUM AND INSTRUCTION ACTIVITIES:				
Evaluation of teachers	94 (71)	22.3 (15.5)	75.5 (81.7)	2.1 (2.8)
Instruction for home-bound students	92 (71)	51.1 (54.9)	33.7 (39.4)	15.2 (5.6)
Providing instructional materials	91 (71)	53.8 (40.8)	44.0 (59.2)	2.2 (.0)
Curriculum development	94 (70)	39.4 (24.3)	57.4 (72.9)	3.2 (2.9)
Work-study programs	92 (70)	39.1 (30.0)	56.5 (55.7)	4.3 (14.3)
Innovations, experiments and research	92 (73)	20.7 (13.7)	77.2 (84.9)	2.2 (1.4)

Table 4.5 (continued)

	NUMBER OF RESPONSES	NONE	SHARED	TOTAL
		%	%	%
Textbook selection	93 (73)	75.3 (68.5)	23.7 (31.5)	1.1 (.0)
Field Trip	93 (72)	34.4 (30.6)	52.7 (50.0)	12.9 (19.4)
School master schedule	94 (74)	23.4 (24.3)	42.6 (45.9)	34.0 (29.7)
School-wide exams, finals, etc.	89 (67)	56.2 (47.8)	39.3 (47.8)	4.5 (4.5)
Articulation with feeder schools	90 (69)	34.4 (23.2)	62.2 (69.6)	3.3 (7.2)
Teaching classes	91 (64)	83.5 (81.3)	13.2 (17.2)	3.3 (1.6)
COMMUNITY RELATIONS:				
School alumni association	90 (62)	92.2 (91.9)	7.8 (8.1)	.0 (.0)
School public relations	94 (73)	9.6 (12.3)	88.3 (87.7)	2.1 (.0)
PTA, etc.	86 (66)	59.5 (51.5)	39.5 (48.5)	1.2 (.0)
Administrative representative of the school at community functions	94 (73)	17.0 (8.2)	81.9 (90.4)	1.1 (1.4)
Adult education	89 (67)	88.8 (85.1)	9.0 (10.4)	2.2 (4.5)
Information concerning resources for instruction	86 (63)	82.6 (76.2)	10.5 (17.5)	7.0 (6.3)
Liaison with youth serving agencies of the community	91 (69)	17.6 (7.2)	61.5 (66.7)	20.9 (26.1)
STAFF PERSONNEL TASKS:				
School policies	95 (73)	4.2 (4.1)	95.8 (93.2)	2.7 (.0)
Orientation of new teachers	93 (71)	14.0 (11.3)	82.8 (84.5)	3.2 (4.2)
Teacher personnel records	94 (72)	59.6 (55.6)	39.4 (43.1)	1.1 (1.4)
Substitute teachers	94 (74)	38.3 (39.2)	45.7 (40.5)	16.0 (20.3)
Student teachers	93 (72)	54.8 (52.8)	36.6 (38.9)	7.5 (8.3)
Teacher duty rosters	91 (73)	17.6 (12.3)	59.3 (68.5)	23.1 (19.2)
Teacher selection	93 (73)	19.4 (26.0)	80.6 (72.6)	.0 (1.4)

Table 4.5 (continued)

	NUMBER OF RESPONSES	NONE	SHARED	TOTAL
		%	%	%
Faculty meetings	94 (73)	11.7 (6.8)	87.2 (93.2)	1.1 (.0)
Negotiations - planning/review	91 (64)	70.3 (60.9)	28.6 (39.1)	1.1 (.0)
Department head meetings	89 (69)	31.5 (33.3)	66.3 (62.3)	2.2 (4.3)
In-service programs	92 (70)	26.1 (14.3)	71.7 (81.4)	2.2 (4.3)
STUDENT ACTIVITY DUTIES:				
Assemblies, lyceums	91 (70)	18.7 (15.7)	59.3 (57.1)	22.0 (27.1)
Varsity athletics	91 (68)	61.5 (54.4)	28.6 (30.9)	9.9 (14.7)
Student photos	91 (71)	54.9 (53.4)	29.7 (23.9)	15.4 (22.5)
Student council	92 (71)	28.3 (21.1)	37.0 (36.6)	34.8 (42.3)
School club program	90 (71)	32.2 (26.8)	60.0 (53.5)	7.8 (19.7)
School traffic or safety squad	88 (67)	68.2 (56.7)	25.0 (25.4)	6.8 (17.9)
School newspaper	90 (70)	81.1 (81.4)	18.9 (15.7)	.0 (2.9)
Student store	90 (69)	41.1 (40.6)	56.7 (59.4)	2.2 (.0)
School dances and social activities	93 (70)	9.7 (4.3)	57.0 (62.9)	33.3 (32.9)
Supervision of evening activities, games, etc.	91 (66)	42.9 (40.9)	54.9 (51.5)	2.2 (7.6)
Intramural programs	90 (69)	67.8 (59.4)	27.8 (31.9)	4.4 (8.7)
PUPIL PERSONNEL TASKS:				
Pupil discipline	94 (74)	3.2 (1.4)	51.1 (55.4)	45.7 (43.2)
Orientation program for new students	94 (72)	16.0 (8.3)	69.1 (75.0)	14.9 (16.7)
School guidance program	94 (72)	25.5 (29.2)	71.3 (63.9)	3.2 (6.9)
Medical, dental, and health services	92 (70)	68.5 (68.6)	28.3 (30.0)	3.3 (1.4)
Financial aid for students	91 (65)	86.8 (72.3)	12.1 (26.2)	1.1 (1.5)
Detention	92 (73)	20.7 (16.4)	28.3 (21.9)	51.1 (61.1)

Table 4.5 (continued)

	NUMBER OF RESPONSES	NONE	SHARED	TOTAL
		%	%	%
Pupil attendance	94 (73)	3.2 (.0)	33.0 (42.5)	63.8 (57.5)
External testing programs	93 (70)	81.7 (80.0)	16.1 (15.7)	2.2 (4.3)
Relationships with educational and employer representatives	89 (68)	51.7 (41.2)	46.1 (57.4)	2.2 (1.5)
School assistance to students in transition from school to post-school life	88 (64)	59.1 (60.9)	36.4 (35.9)	4.5 (3.1)
Graduation exercises	89 (61)	46.1 (42.6)	49.4 (54.1)	4.5 (3.3)
Student registration	87 (69)	19.5 (21.7)	56.3 (49.3)	24.1 (29.0)
Staffing - case conferences	90 (70)	8.9 (5.7)	73.3 (82.9)	17.8 (11.4)
Parent conferences - academic purposes	91 (70)	7.7 (5.7)	71.4 (80.0)	20.9 (14.3)

*The numbers in parenthesis are the numbers/percentages reported by principals.

responses to each of the levels of responsibility. The results were expressed in terms of the percentage of responses to each individual item. Principals' responses were enclosed in parentheses.

Only one administrative activity, detention, was reported by a majority of the administrators to involve "total" responsibility on the part of the assistant principals. Fifty-one percent of the assistant principals and 62 percent of the principals considered the level of responsibility as "total." Most administrative activities involving the assistant principal, therefore, were on a "shared" responsibility basis.

In order to determine which activities the assistant principals were most often involved with, the data were searched to identify those tasks which half or more of the assistant principals identified as requiring "shared" or "total" responsibility. Those tasks are shown in Table 4.6. Many of these 42 activities were reported to involve "total" responsibility by only a relatively small percentage of administrators. A study of the ten activities reported most frequently by the assistant principals that involved "shared" or "total" responsibility indicates that two of the activities were classified as school management tasks, one activity was concerned with community relations, three involved staff personnel tasks, one was a student activity duty, and three activities were pupil personnel tasks. None of the top ten activities involved the area of curriculum and instruction activities, although the assistant principals had "shared" or "total" responsibility for seven administrative activities in this area. The involvement of the assistant principals in administrative activities on a "shared" or "total" responsibility basis included a broad category of items.

What activities did the assistant principals have the least

Table 4.6

Activities for Which Assistant Principals Had "Shared" or "Total" Responsibility in Half or More of the Schools in the Study

Activity	As Reported by Assistant Principal	As Reported by Principal
	%	%
SCHOOL MANAGEMENT TASKS:		
School calendar	68	76
School daily bulletins	79	69
*Special arrangements at start and close of school year	93	96
Custodial services	62	53
Clerical services	80	78
Cafeteria services	69	67
*Emergency arrangements	90	96
School related building use	71	66
CURRICULUM & INSTRUCTION ACTIVITIES:		
Evaluation of teachers	78	84
Curriculum development	61	76
Work-study programs	61	70
Innovations, experiments and research	79	86
Field trips	66	69
School master schedule	77	76
Articulation with feeder schools	66	77
COMMUNITY RELATIONS:		
*School public relations	90	88
Administrative representative of the school at community functions	83	92
Liaison with youth serving agencies of the community	82	93
STAFF PERSONNEL TASKS:		
*School policies	99	93
Orientation of new teachers	86	89
Substitute teachers	62	61
Teacher duty rosters	82	88
Teacher selection	81	74
*Faculty meetings	88	93
Department head meetings	69	67
In-service programs	74	86

Table 4.6 (continued)

Activity	As Reported by Assistant Principal	As Reported by Principal
	%	%
STUDENT ACTIVITY DUTIES:		
Assemblies, lyceums	81	84
Student council	72	79
School club program	68	73
Student store	59	59
*School dances and social activities	90	96
Supervision of evening activites, games, etc.	57	59
PUPIL PERSONNEL TASKS:		
*Pupil discipline	97	99
Orientation program for new students	84	92
School guidance program	75	71
Detention	79	83
*Pupil attendance	97	100
Graduation exercises	54	57
Student registration	80	78
*Staffing conferences	91	94
*Parent conferences - academic purposes	92	94

*Ten activities reported most frequently by assistant principals as involving "shared" or "total" responsibility.

responsibility for? Table 4.7 contains a listing of the 28 activities reported as involving no responsibility on the part of the assistant principals in half or more of the schools in the study.

Activities that assistant principals were less involved in were those that were district-wide in scope (budget, transportation, non-school related building use), functions that had not been integrated into ths school situation (financial aid for students, assistance in the transition to post school life), tasks not pertinent to the internal functioning of the school (alumni association, adult education, PTA), and duties that were assigned to school specialists (testing programs, teaching, textbook selection, newspaper, student photos, health services).

The remaining 42 activities were classified either as "shared" or "total" responsibility. The assistant principals' involvement in those activities was quite extensive.

Statistical testing of the data relative to the level of responsibility the assistant principals have for delegated duties indicated no major disagreement between the reported views of the assistant principals and principals. No Chi Square test yielded a probability score of less than .05.

Degree of Authority

If a person is to be held accountable for a delegated task, it is necessary to empower that individual to make the necessary decisions and to exercise the rights and powers necessary to perform the work most effectively. What level of authority in decision-making was the assistant principal free to exercise in carrying out his assignments? To determine the answer to that question, the surveyed administrators were asked to evaluate the degree of authority the assistant principals had for each of the 69 items

Table 4.7

Activities for Which Assistant Principals Had No Responsibility in Half or More of the Schools in the Study

Activity	As Reported by Assistant Principal	As Reported by Principal
	%	%
SCHOOL MANAGEMENT TASKS:		
School budget	69	54
Transportation services	53	36
School financial accounts	71	66
Non-instructional equipment and supplies	53	39
Vending machines	59	55
Non-school related building use	56	61
CURRICULUM & INSTRUCTION ACTIVITIES:		
Instruction for home-bound students	51	55
Providing instructional materials	54	41
Textbook selection	75	69
School-wide exams, finals, etc.	56	48
Teaching classes	84	81
COMMUNITY RELATIONS:		
School alumni association	92	92
PTA, etc.	60	52
Adult education	89	85
Information concerning community resources for instruction	83	76
STAFF PERSONNEL TASKS:		
Teacher personnel records	60	56
Student teachers	55	53
Negotiations	70	61
STUDENT ACTIVITY DUTIES:		
Varsity athletics	62	54
Student photos	55	54
School traffic or safety squad	68	57
School newspaper	81	81
Intramural programs	68	59
PUPIL PERSONNEL TASKS:		
Medical dental & health services	69	69
Financial aid for students	87	72
External testing programs	82	80
Relationships with educational & employer representatives	52	41
School assistance to students in transition from school to post school life	59	61

Table 4.8

Degree of Authority Delegated to Assistant Principals for the Performance of Certain Assigned Duties as Reported by Assistant Principals and Principals (Percentage Distribution)

	NUMBER OF RESPONSES	INFORM ONLY	SURROGATE	ADVISORY	MUST BE CONSULTED	FINAL
SCHOOL MANAGEMENT TASKS:		%	%	%	%	%
	*	*	*	*	*	*
School budget	88 (70)	46.6 (31.4)	13.6 (8.6)	31.8 (48.6)	6.8 (10.0)	1.1 (1.4)
School calendar	89 (70)	22.5 (11.4)	13.5 (10.0)	41.6 (48.6)	14.6 (21.4)	7.9 (8.6)
School daily bulletins	90 (70)	11.1 (17.1)	6.7 (11.4)	44.4 (34.3)	20.0 (20.0)	17.3 (15.5)
Transportation services	84 (71)	34.5 (31.0)	14.3 (8.5)	26.2 (22.5)	10.7 (22.5)	14.3 (15.5)
Special arrangements at start and close of school year	88 (73)	4.5 (5.5)	15.9 (12.3)	42.0 (46.6)	28.4 (31.5)	9.1 (4.1)
Custodial services	88 (69)	27.3 (27.5)	12.5 (8.7)	42.0 (50.7)	12.5 (10.1)	5.7 (2
Clerical services	89 (71)	11.2 (11.3)	22.5 (9.9)	44.9 (50.7)	14.6 (21.1)	6.7 (7
School financial accounts	83 (69)	48.2 (47.8)	16.9 (10.1)	28.9 (36.2)	4.8 (1.4)	1.2 (4.3)
Cafeteria services	90 (65)	25.6 (24.6)	12.2 (12.3)	38.9 (35.4)	13.3 (16.9)	10.0 (10.8)
Non-instructional equipment and supplies	81 (64)	42.0 (21.9)	18.5 (6.3)	25.9 (60.9)	9.9 (7.8)	3.7 (3.1)
Vending machines	81 (60)	48.1 (38.3)	8.6 (6.7)	23.5 (16.7)	8.6 (16.7)	7.1 (6.3)
Emergency arrangements	90 (67)	5.6 (3.0)	5.6 (19.4)	44.4 (34.3)	17.8 (26.9)	26.7 (16.4)
School related building use	86 (67)	26.7 (22.4)	16.3 (16.4)	30.2 (38.8)	15.1 (11.9)	11.6 (10.4)
Non-school related building use	84 (63)	48.8 (49.2)	16.7 (7.9)	15.5 (28.6)	11.9 (7.9)	7.1 (6.3)
CURRICULUM AND INSTRUCTION ACTIVITIES:						
Evaluation of teachers	92 (71)	13.0 (9.9)	15.2 (19.7)	43.5 (36.6)	9.8 (19.7)	18.5 (14.1)
Instruction for home-bound students	87 (69)	34.5 (50.7)	9.2 (2.9)	26.4 (27.5)	12.6 (7.2)	17.2 (11.6)
Providing instructional materials	86 (68)	51.2 (29.4)	5.8 (13.2)	34.9 (44.1)	3.5 (7.4)	4.7 (5.9)
Curriculum development	91 (70)	19.8 (14.3)	7.7 (5.7)	54.9 (52.9)	13.2 (22.9)	4.4 (4.3)
Work-study programs	86 (69)	24.4 (24.6)	11.6 (13.0)	39.5 (37.7)	19.8 (17.4)	4.7 (7.2)
Innovations, experiments and research	90 (72)	15.6 (8.3)	13.3 (4.2)	48.9 (63.9)	20.0 (23.6)	2.2 (.0)

Table 4.8 (continued)

	NUMBER OF RESPONSES	INFORM ONLY	SURROGATE	ADVISORY	MUST BE CONSULTED	FINAL
		%	%	%	%	%
Textbook selection	85 (68)	58.8 (58.8)	4.7 (2.9)	29.4 (33.8)	5.9 (4.4)	1.2 (.0)
Field trips	85 (66)	25.9 (22.7)	10.6 (10.6)	37.6 (34.8)	14.1 (9.1)	11.8 (22.7)
School master schedule	89 (73)	12.4 (11.0)	11.2 (12.3)	29.2 (37.0)	14.6 (21.9)	32.6 (17.8)
School-wide exams, finals, etc.	81 (63)	51.9 (39.7)	8.6 (7.9)	28.4 (38.1)	8.6 (9.5)	2.5 (4.8)
Articulation with feeder schools	85 (67)	30.6 (16.4)	12.9 (10.4)	40.0 (49.3)	12.9 (14.9)	3.5 (9.0)
Teaching classes	75 (57)	69.3 (70.2)	8.0 (5.3)	18.7 (19.3)	1.3 (1.8)	2.7 (3.5)
COMMUNITY RELATIONS:						
School alumni association	80 (57)	85.5 (89.5)	1.3 (.0)	12.5 (10.5)	1.3 (.0)	.0 (.0)
School public relations	94 (73)	8.5 (4.1)	12.8 (9.6)	64.9 (71.2)	10.6 (11.0)	3.2 (4.1)
PTA, etc.	79 (64)	46.8 (39.1)	13.9 (9.4)	36.7 (45.3)	2.5 (4.7)	.0 (1.6)
Administrative representative of school at community functions	89 (71)	11.2 (7.0)	30.3 (22.5)	43.8 (54.9)	10.1 (8.5)	4.5 (7.0)
Adult education	77 (61)	81.8 (80.3)	5.2 (3.3)	9.1 (9.8)	1.3 (3.3)	2.6 (3.3)
Information concerning community resources for instruction	72 (59)	73.6 (66.1)	4.2 (5.1)	12.5 (16.9)	5.6 (8.5)	4.2 (3.4)
Liaison with youth serving agencies of the community	89 (69)	16.9 (7.2)	7.9 (11.6)	37.1 (42.0)	15.7 (23.2)	22.5 (15.9)
STAFF PERSONNEL TASKS:						
School policies	93 (72)	4.3 (.0)	3.2 (5.6)	66.7 (70.8)	22.6 (20.8)	3.2 (3.4)
Orientation of new teachers	93 (70)	9.7 (4.3)	11.8 (12.9)	59.1 (57.1)	14.0 (22.9)	5.4 (2.9)
Teacher personnel records	85 (69)	42.4 (40.6)	8.2 (11.6)	41.2 (40.6)	4.7 (4.3)	3.5 (2.9)
Substitute teachers	85 (69)	29.4 (26.5)	17.6 (11.8)	24.7 (20.6)	11.8 (17.6)	16.5 (23.5)
Student teachers	83 (67)	43.3 (41.8)	10.8 (10.4)	32.5 (35.8)	7.2 (9.0)	6.0 (3.0)
Teacher duty rosters	92 (70	13.0 (7.1)	14.1 (15.7)	14.1 (15.7)	18.5 (27.1)	25.0 (17.1)
Teacher selection	89 (70)	11.2 (15.7)	11.2 (2.9)	55.1 (57.1)	20.2 (20.0)	2.2 (4.3)

Table 4.8 (continued)

	NUMBER OF RESPONSES	INFORM ONLY	SURROGATE	ADVISORY	MUST BE CONSULTED	FINAL
		%	%	%	%	%
Faculty meetings	91 (73)	6.6 (4.1)	23.1 (9.6)	48.4 (67.1)	20.9 (16.4)	1.1 (2.7)
Negotiations - planning/review	79 (55)	60.8 (47.3)	3.8 (10.9)	25.3 (32.7)	7.6 (9.1)	2.5 (.0)
Department head meetings	83 (68)	19.3 (22.1)	7.2 (11.8)	57.8 (50.0)	14.5 (10.3)	1.2 (5.9)
In-service programs	86 (69)	15.5 (10.1)	4.7 (14.5)	62.8 (58.0)	16.3 (14.5)	1.2 (2.9)
STUDENT ACTIVITY DUTIES:						
Assemblies, lyceums	88 (68)	11.4 (7.4)	13.6 (11.8)	38.6 (27.9)	17.0 (25.0)	19.3 (27.9)
Varsity athletics	86 (65)	44.2 (41.5)	8.1 (9.2)	34.9 (29.2)	8.1 (9.2)	4.7 (10.8)
Student photos	85 (69)	47.1 (47.8)	7.1 (8.7)	24.7 (15.9)	11.8 (8.7)	9.4 (18.8)
Student council	87 (71)	20.7 (7.0)	8.0 (7.0)	25.3 (33.8)	20.7 (16.9)	25.3 (35.2)
School club program	83 (67)	26.5 (20.9)	10.8 (3.0)	42.2 (46.3)	9.6 (16.4)	10.8 (13.4)
School traffic or safety club	83 (67)	57.9 (49.2)	7.9 (11.1)	22.4 (15.9)	6.6 (12.7)	5.3 (11.1)
School newspaper	78 (66)	67.9 (65.2)	5.1 (3.0)	21.8 (27.3)	5.1 (1.5)	.0 (3.0)
Student store	83 (66)	41.0 (34.8)	3.6 (6.1)	44.6 (54.5)	8.4 (3.0)	2.4 (1.5)
School dances and social activities	91 (70)	8.8 (4.3)	5.5 (15.7)	25.3 (18.6)	29.7 (24.3)	30.8 (37.1)
Supervision of evening activities games, etc.	81 (63)	38.3 (34.9)	16.0 (12.7)	18.5 (25.4)	17.3 (15.9)	9.9 (11.1)
Intramural programs	81 (63)	56.8 (52.4)	7.4 (6.3)	23.5 (27.0)	7.4 (4.8)	4.9 (9.5)
PUPIL PERSONNEL TASKS:						
Pupil discipline	95 (73)	5.3 (1.4)	10.5 (19.2)	4.2 (5.5)	17.9 (21.9)	62.1 (52.1)
Orientation program for new students	91 (71)	14.3 (7.0)	12.1 (9.9)	39.6 (40.8)	24.2 (22.5)	9.9 (19.7)
School guidance program	93 (72)	16.1 (18.1)	8.6 (6.9)	57.0 (55.6)	12.9 (15.3)	5.4 (4.2)
Medical, dental & health services	85 (67)	52.9 (50.7)	8.2 (9.0)	35.3 (37.3)	.0 (3.0)	3.5 (.0)
Financial aid for students	80 (59)	58.8 (58.8)	4.7 (2.9)	12.5 (23.7)	1.3 (.0)	1.3 (3.4)
Detention	85 (71)	17.6 (11.3)	5.9 (11.3)	4.7 (11.3)	17.6 (20.5)	54.1 (56.3)
Pupil attendance	93 (73)	3.2 (.0)	6.5 (13.7)	10.8 (12.3)	24.7 (20.5)	54.8 (53.4)
External testing programs	79 (66)	67.1 (71.2)	6.3 (3.0)	20.3 (19.7)	3.8 (3.0)	2.5 (3.0)

Table 4.8 (continued)

	NUMBER OF RESPONSES	INFORM ONLY	SURROGATE	ADVISORY	MUST BE CONSULTED	FINAL
		%	%	%	%	%
Relationships with educational and employer representatives	82 (62)	45.1 (29.0)	8.5 (11.3)	35.4 (48.4)	7.3 (9.7)	3.7 (1.6)
School assistance to students in transition from school to post school life	79 (59)	53.2 (49.2)	7.6 (13.6)	31.6 (28.8)	5.1 (6.8)	3.5 (1.7)
Graduation exercises	80 (55)	35.0 (30.9)	7.5 (10.9)	35.0 (36.4)	18.8 (20.0)	3.8 (1.8)
Student registration	86 (68)	10.5 (13.2)	8.1 (11.8)	29.1 (32.4)	26.7 (22.1)	25.6 (20.6)
Staffing - case conferences	88 (70)	4.5 (5.7)	10.2 (15.7)	44.3 (37.1)	20.5 (27.1)	20.5 (14.3)
Parent conferences - academic purposes	90 (69)	6.7 (4.3)	11.1 (14.5)	34.4 (44.9)	24.4 (21.7)	23.3 (14.5)

*The numbers in parentheses are the numbers/percentages reported by principals.

on the questionnaire. The items were classified in one of five categories: (1) inform only, (2) surrogate authority, (3) advisory authority, (4) must be consulted, or (5) final authority. These categories were discussed in detail in Chapters 2 and 3 of this study. The tabulated results are shown in Table 4.8.

The respondents in half or more of the schools in the study indicated the assistant principal had "final" authority for only three activities: (1) pupil discipline, (2) pupil attendance, and (3) detention. All three were classified as pupil personnel tasks. Five activities, including the three above, were identified as possessing a high degree of authority (meaning "final" authority or "must be consulted") by half or more of the schools in the study. The two additional activities were: (1) student registration, and (2) school dances and social activities (see Table 4.9). One of these five activities was classified as a student activity duty; the other four activities were pupil personnel tasks.

Table 4.9

Activities for Which Assistant Principals Had a High Degree of Authority ("Final" Authority or "Must be Consulted") in Half or More of the Schools in the Study

Activity	As Reported by Assistant Principal	As Reported by Principal
	%	%
PUPIL PERSONNEL TASKS:		
Pupil discipline	80	74
Pupil attendance	80	74
Detention	72	66
Student registration	52	43
STUDENT ACTIVITY DUTIES:		
School dances & social activities	61	61

What types of administrative tasks required, or permitted, low level decision-making authority? Low level authority was defined as those activities listed as "inform only." Fifteen activities of this type were listed by half or more of the assistant principals. These statistics are shown in Table 4.10. Four of the fifteen were categorized as pupil personnel tasks, another four were curriculum and instruction activities, three involved community relations, three were concerned with student activity duties, and one was a staff personnel task.

Table 4.10

Activities Involving Low Level Decision-Making Authority ("Inform Only") as Reported by Half or More of the Assistant Principals in the Study

Activity	As Reported by Assistant Principal	As Reported by Principal
	%	%
COMMUNITY RELATIONS:		
School alumni association	85	90
Adult education	82	80
Information concerning community resources for education	74	66
PUPIL PERSONNEL TASKS:		
External testing programs	67	71
Financial aid for students	59	59
School assistance to students in transition to post school life	53	49
Medical, dental & health services	53	51
CURRICULUM & INSTRUCTION ACTIVITIES:		
Teaching classes	69	70
Textbook selection	59	59
School-wide exams, finals, etc.	52	40
Providing instructional materials	51	29
STAFF PERSONNEL TASKS:		
Negotiations	61	47
STUDENT ACTIVITY DUTIES:		
School newspaper	68	65
School traffic or safety club	58	49
Intramural programs	57	52

Cross tabulations were used to determine if there was any correlation between items permitting only low level authority and those involving no responsibility. All 15 of the activities identified in Table 4.10 as permitting only low level decision-making authority also were listed in Table 4.7 as activities for which the assistant principal had no responsibility in a majority of the schools. Further cross tabulations were conducted using those duties identified as "inform only" and/or "surrogate" authority by a majority of the assistant principals. The results were informative. With only two exceptions, all those administrative activities identified as not being the responsibility of the assistant principals either involved low level authority ("inform only") or were actually work done by the assistant principals for others ("surrogate"). The two exceptions to the above statement involved the work assistant principals did in the areas of: (1) instruction for home-bound students and (2) transportation services. Even then, the two exceptions were close. Both involved low level ("inform only") or "surrogate" authority according to the views expressed by 48 percent of the assistant principals and by 44 percent of the principals.

Discrepancies of Opinions Regarding Authority

Statistical testing of the data on the degree of authority delegated to the assistant principals provided indication of some discrepancies. Chi Square (X^2) analysis of variance indicated that a 95 percent probability existed that several of the differences noted in the responses of assistant principals and principals was not due to sampling error but had a basis in fact. The discrepancies are noted here:

1. Non-instructional equipment and supplies was rated as low level

authority by 42 percent of the assistant principals and by only 22 percent of the principals. The principals considered the authority level as "advisory" in 61 percent of the cases as contrasted to 26 percent of the assistant principals. In point of fact, the principals generally considered the role of the assistant principal as one of providing advice in this area. The assistant principals felt they were not actively involved in the decision-making process but were merely being informed of action to be taken.

2. Some disagreement existed with respect to emergency arrangements. Assistant principals generally felt that their authority in this area was either advisory or final while principals viewed the assistant principal's contribution as work done for others (surrogate), advisory, or consultative in nature. The statistical discrepancy is eliminated, however, when the data is classified as low, middle, or high level authority. Other than noting the difference, the results did not affect the results of this study.

3. Providing instructional materials is not viewed in a similar manner by all administrators. The majority of assistant principals considered their role as one of being informed only. Principals viewed the role as much more active since 57 percent responded that the assistant principal's role was "advisory" or "surrogate." Was this a case of principals overvaluing the work of their assistant, or did the assistant principals underestimate their involvement? The answer could not be determined from the data available.

IMPORTANCE OF INVOLVEMENT

The participants in the survey were asked for their opinions regarding the importance of the various delegated tasks to the proper functioning

of the schools. The primary consideration was not the importance of the task itself but, rather, the importance of that part or parts of the work delegated to the assistant principals. How important were the contributions of the assistant principals? Three degrees of importance were identified: (1) minimal, (2) average, and (3) major. The responses are shown in Table 4.11.

The contributions of the assistant principals in nine areas of administrative activity were identified as contributing in a major way to the proper functioning of a majority of the schools (see Table 4.12). Four of the activities were classified as pupil personnel tasks, three were curriculum and instruction activities, and the other two were concerned with staff personnel tasks. It was noted earlier in this report that assistant principals had "shared" or "total" responsibility for seven administrative activities in the area of curriculum and instruction. None of those seven items, however, were identified as being among the list of ten activities reported most frequently by assistant principals. The data relative to the importance of the various delegated duties indicated that, although the assistant principals work in the area of curriculum and instruction was not as extensive as in many other types of activities, nevertheless, the work done in this area was of major importance to the proper functioning of the school.

A cross tabulation was conducted to determine if these nine activities had anything in common with activities involving "shared" or "total" responsibility levels (Table 4.6) or activities permitting high level decision-making authority (Table 4.9). Every one of the nine items considered to be of major importance was also listed as either "total" or "shared" responsibility. In fact, four of the items of major importance were among

Table 4.11

Percentage Distribution of Responses Concerning the Importance Administrators Ascribed to the Various Duties of the Assistant Principals

	NUMBER OF RESPONSES	MINIMAL	AVERAGE	MAJOR
		%	%	%
SCHOOL MANAGEMENT TASKS:				
School budget	90 (70)*	42.2 (30.0)*	25.6 (40.0)*	32.2 (30.0)*
School calendar	90 (69)	23.3 (26.1)	54.4 (47.8)	22.2 (26.1)
School daily bulletins	90 (71)	21.1 (33.8)	63.3 (42.3)	15.6 (23.9)
Transportation services	87 (71)	42.5 (38.0)	36.8 (39.4)	20.7 (22.5)
Special arrangements at the start and close of the school year	89 (72)	11.2 (6.9)	58.4 (58.3)	30.3 (34.7)
Custodial services	87 (68)	29.9 (30.9)	55.2 (54.4)	14.9 (14.7)
Clerical services	88 (72)	19.3 (18.1)	62.5 (61.1)	18.2 (20.8)
School financial accounts	85 (70)	48.2 (50.0)	32.9 (35.7)	18.8 (14.3)
Cafeteria services	90 (66)	36.7 (31.8)	45.6 (50.0)	17.8 (18.2)
Non-instructional equipment and supplies	83 (64)	54.2 (53.1)	39.8 (42.2)	6.0 (4.7)
Vending machines	81 (61)	77.8 (65.6)	14.8 (18.0)	7.4 (16.4)
Emergency arrangements	89 (69)	13.5 (10.1)	47.2 (52.2)	39.3 (37.7)
School related building use	86 (65)	32.6 (42.1)	50.0 (44.6)	17.4 (12.3)
Non-school related building use	84 (63)	65.5 (63.5)	29.8 (23.8)	4.8 (12.7)
CURRICULUM AND INSTRUCTION ACTIVITIES:				
Evaluation of teachers	90 (71)	12.2 (12.7)	33.3 (18.3)	54.4 (69.0)
Instruction for home-bound students	88 (68)	47.7 (47.1)	40.9 (36.8)	11.4 (16.2)
Providing instructional materials	85 (69)	44.7 (27.5)	25.9 (49.3)	29.4 (23.2)
Curriculum development	91 (71)	20.9 (16.9)	27.5 (38.0)	51.6 (45.1)
Work-study programs	88 (67)	35.2 (26.9)	48.9 (52.2)	15.9 (20.9)

Table 4.11 (continued)

	NUMBER OF RESPONSES	MINIMAL	AVERAGE	MAJOR
		%	%	%
Innovations, experiments, and research	90 (71)	17.8 (11.3)	56.7 (56.3)	25.6 (32.4)
Textbook selection	86 (68)	47.7 (54.4)	32.6 (30.9)	19.8 (14.7)
Field trips	86 (68)	40.7 (35.3)	51.2 (51.5)	8.1 (13.2)
School master schedule	90 (73)	13.3 (20.5)	20.0 (11.0)	66.7 (68.5)
School-wide exams, finals, etc.	82 (63)	54.9 (50.8)	35.4 (39.7)	9.8 (9.5)
Articulation with feeder schools	85 (68)	35.3 (30.9)	40.0 (48.5)	24.7 (20.6)
Teaching classes	78 (59)	74.4 (81.4)	14.1 (11.9)	11.5 (6.8)
COMMUNITY RELATIONS:				
School alumni association	84 (57)	89.3 (91.2)	9.5 (7.0)	1.2 (1.8)
School public relations	94 (74)	12.8 (12.2)	52.1 (44.6)	35.1 (43.2)
PTA, etc.	83 (64)	63.9 (57.8)	25.3 (35.9)	10.8 (6.3)
Administrative representative of school at community functions	90 (72)	22.2 (15.3)	58.9 (66.7)	18.9 (18.1)
Adult education	78 (62)	80.8 (75.8)	14.1 (19.4)	5.1 (4.8)
Information concerning community resources for instruction	76 (59)	89.5 (81.4)	10.5 (11.9)	.0 (6.8)
Liaison with youth serving agencies of the community	87 (70)	20.7 (12.9)	51.7 (47.1)	27.6 (40.0)
STAFF PERSONNEL TASKS:				
School policies	93 (73)	4.3 (.0)	36.6 (37.0)	59.1 (63.0)
Orientation of new teachers	93 (71)	19.4 (12.7)	53.8 (56.3)	26.9 (31.0)
Teacher personnel records	88 (71)	45.5 (45.1)	37.5 (49.3)	17.0 (5.6)
Substitute teachers	89 (69)	25.8 (33.3)	49.4 (40.6)	24.7 (26.1)
Student teachers	86 (68)	60.5 (48.5)	30.2 (39.7)	9.3 (11.8)
Teacher duty rosters	92 (71)	21.7 (18.3)	50.0 (46.5)	28.3 (35.2)
Teacher selection	88 (69)	14.8 (17.4)	27.3 (29.0)	58.0 (53.6)

Table 4.11 (continued)

	NUMBER OF RESPONSES	MINIMAL	AVERAGE	MAJOR
		%	%	%
Faculty meetings	92 (72)	15.2 (6.9)	65.2 (66.7)	19.6 (26.4)
Negotiations - planning/review	81 (55)	55.6 (56.4)	29.6 (36.4)	14.8 (7.3)
Department head meetings	81 (68)	23.5 (23.5)	59.3 (55.9)	17.3 (20.6)
In-service programs	85 (70)	20.0 (17.1)	56.5 (52.9)	23.5 (30.0)
STUDENT ACTIVITY DUTIES:				
Assemblies, lyceums	89 (71)	48.3 (40.8)	44.9 (39.4)	6.7 (19.7)
Varsity athletics	89 (65)	39.3 (43.1)	40.4 (35.4)	20.2 (21.5)
Student photos	87 (70)	82.8 (80.0)	16.1 (12.9)	1.1 (7.1)
Student council	89 (70)	24.7 (17.1)	55.1 (44.3)	20.2 (38.6)
School club program	84 (67)	40.5 (29.9)	47.6 (53.7)	11.9 (16.4)
School traffic or safety squad	77 (63)	72.7 (60.3)	23.4 (22.2)	3.9 (17.5)
School newspaper	81 (66)	67.9 (74.2)	32.1 (21.2)	.0 (4.5)
Student store	84 (65)	46.4 (52.3)	47.6 (43.1)	6.0 (4.6)
School dances and social activities	89 (70)	19.1 (15.7)	59.6 (50.0)	21.3 (34.3)
Supervision of evening activities, games, etc.	82 (63)	51.2 (64.1)	34.1 (41.3)	14.6 (20.6)
Intramural programs	83 (64)	59.0 (64.1)	34.9 (28.1)	6.0 (7.8)
PUPIL PERSONNEL TASKS:				
Pupil discipline	95 (74)	1.1 (1.4)	9.5 (2.7)	89.5 (95.9)
Orientation program for new students	88 (73)	26.1 (11.0)	51.1 (54.8)	22.7 (34.2)
School guidance program	92 (71)	17.4 (15.5)	47.8 (49.3)	34.8 (35.2)
Medical, dental, and health services	88 (67)	62.5 (67.2)	30.7 (31.3)	6.8 (1.5)
Financial aid for students	83 (60)	86.7 (78.3)	13.3 (20.0)	.0 (1.7)
Detention	88 (70)	29.5 (20.0)	31.8 (38.6)	38.6 (41.4)
Pupil attendance	93 (73)	4.3 (2.7)	16.1 (13.7)	79.6 (83.6)
External testing programs	83 (65)	74.7 (67.7)	20.5 (26.2)	4.8 (6.2)
Relationships with educational and employer representatives	83 (64)	51.8 (48.4)	37.3 (42.4)	10.8 (9.4)

Table 4.11 (continued)

	NUMBER OF RESPONSES	MINIMAL	AVERAGE	MAJOR
		%	%	%
School assistance to students in transition from school to post school life	81 (58)	53.1 (53.4)	37.0 (36.2)	9.9 (10.3)
Graduation exercises	81 (54)	46.9 (44.4)	34.6 (37.0)	18.5 (18.5)
Student registration	85 (67)	9.4 (17.9)	35.3 (34.3)	55.3 (47.8)
Staffing - case conferences	85 (69)	10.6 (8.7)	50.6 (47.8)	38.8 (43.5)
Parent conferences - academic purposes	88 (70)	12.5 (5.7)	37.5 (38.6)	50.0 (55.7)

*The numbers in parentheses are the numbers/percentages reported by principals.

Table 4.12

Activities of Assistant Principals Which Were Considered to be of Major Importance by Half or More of the Schools in the Study

Activity	As Reported by Assistant Principal	As Reported by Principal
	%	%
CURRICULUM & INSTRUCTION ACTIVITIES:		
School master schedule	67	69
Evaluation of teachers	54	69
Curriculum development	52	45
STAFF PERSONNEL TASKS:		
School policies	59	63
Teacher selection	58	54
PUPIL PERSONNEL TASKS:		
Pupil discipline	90	96
Pupil attendance	80	84
Student registration	55	48
Parent conferences - academic purposes	50	56

the ten items reported most frequently as "shared" or "total" responsibility. These four items were: (1) school policies, (2) pupil attendance, (3) pupil discipline, and (4) parent conferences for academic purposes. Similar results were realized when the activities considered to be of major importance were compared with activities involving a high degree of decision-making authority. Three of the five activities involving a high level of authority were also of major importance. They were: pupil discipline, pupil attendance and student registration.

Nineteen administrative activities involving the assistant principals were judged to be of minimal importance by a majority of the respondents. These activities were listed in Table 4.13. Many of the activities that were of minimal importance seemed to be items that fell into one of

Table 4.13

Activities of Assistant Principals Which Were Considered to be of Minimal Importance by Half or More of the Schools in the Study

Activity	As Reported by Assistant Principal	As Reported by Principal
	%	%
SCHOOL MANAGEMENT TASKS:		
Non-school related building use	66	64
Non-instructional equipment & supplies	54	53
CURRICULUM & INSTRUCTION ACTIVITIES:		
Teaching classes	74	81
School-wide exams, finals, etc.	55	51
COMMUNITY RELATIONS:		
Information concerning community resources for instruction	90	81
School alumni association	89	91
Adult education	81	76
PTA, etc.	64	58
STAFF PERSONNEL TASKS:		
Student Teachers	61	49
Negotiations	56	56
STUDENT ACTIVITY DUTIES:		
Student Photos	83	80
School traffic or safety squad	73	60
School newspaper	68	74
Supervision of evening activities, games, etc.	51	38
PUPIL PERSONNEL TASKS:		
Financial aid for students	87	78
External testing programs	75	68
Medical, dental & health services	63	67
School assistance to students in transition to post school life	53	53
Relationships with educational & employer representatives	52	48

three categories: (1) extra-curricular activities, (2) items delegated to other staff members or specialists, and (3) functions that had not been integrated into the school program. The list included five pupil personnel tasks, four student activity duties, three community relations activities, and two items each of school management tasks, curriculum and instruction activities, and staff personnel items.

Cross tabulation of data indicated that, with one exception, none of the activities identified as being of minimal importance were listed as being either "shared" or "total" responsibility of the assistant principals. The exception was supervision of evening activities, games, etc., which was listed as of minimal importance by 51 percent of the assistant principals and by only 38 percent of the principals. Further study led to the observation also that every one of the items considered to be of minimal importance was also identified as being of low level authority ("inform only") or was work the assistant principals did for other ("surrogate").

Discrepancies of Opinions Regarding Importance

A statistical analysis of the responses by the assistant principals concerning the importance of the 69 items indicated items with a discrepancy of opinions worthy of noting. The discrepancies of opinions were identified as follows:

1. Principals, as a rule, considered the work the assistant principals did on school daily bulletins as more important than did the assistant principals themselves. Twenty-four percent of the principals rated this activity as of major importance compared to only 16 percent of the assistant principals. The majority of the assistants (63 percent) considered the task as only of average importance.

2. Providing for instructional materials was considered to be of minimal importance by 45 percent of the assistant principals and only by 28 percent of the principals. Seventy-three percent of the principals, as opposed to 55 percent of the assistant principals, rated the importance as average or major.

3. Twenty percent of the principals were of the opinion that the work of their assistant principals regarding assemblies and lyceums was of major importance to the proper functioning of the school. Only eight percent of the assistant principals agreed with this view.

4. Student council tasks were identified by 39 percent of the principals as of major importance to the proper functioning of the school. Assistant principals considered the value to be considerably less. Twenty percent rated this area of work as of major importance.

5. Work with school traffic or safety squads was viewed quite negatively by assistant principals. Seventy-three percent considered their work in this area to be of minimal importance while only four percent viewed the duty as of major importance. Principals were not so negative; 18 percent responded that the work was of major importance to the proper functioning of the school and another 22 percent considered the work in this area to be of average importance.

6. The last discrepancy was with regard to orientation programs for new students. Principals and assistant principals were at opposite ends of the spectrum as far as their opinions were concerned. Thirty-four percent of the principals rated this work as important and only 11 percent considered it to be of minimal importance. The assistant principals did not agree among themselves; 26 percent viewed this work as minimal and 23 percent rated it as of major importance.

There is an interesting observation to be made here. In every instance involving a difference of opinion between principals and their assistants concerning the value of a specific task, the principals considered the task to be of considerably more importance to the proper functioning of the school than did the assistant principals.

CORE OF ACTIVITIES

In an attempt to determine if such a thing as a "core of activities" existed typical of the assistant principal's life, a detailed cross tabulation was conducted. The complete list of 69 activities was searched for those which allowed or required a high level of decision-making authority ("must be consulted" or "final" authority) or which were "advisory" in nature. Forty-two such activities were identified. These forty-two were, in turn, examined to identify those to which the assistant principals' contributions were considered at least "major" in half or more of the schools in the study. Nine of the activities met this criteria. The final check was to determine if there was a commonality of level of responsibility. In all nine activities, the assistant principals' involvement in a majority of the schools was on a "shared" or "total" responsibility basis. The list of the nine activities is shown in Table 4.14.

It is interesting to note that only three categories of administrative activities are represented on this list: pupil personnel tasks (four items), curriculum and instruction activities (three items), and staff personnel tasks (two items). No activities representing the categories of school management tasks, community relations, or student activity duties were identified.

To consider these nine administrative activities as the core of

Table 4.14

Administrative Tasks for Which, in a Majority of Schools, the Assistant Principal has Full or Shared Responsibility, Exercises High-Level or Advisory Authority, and to Which His Contributions are Considered of Major Importance

Activity	Full or Shared Response	High-level or Advisory Authority	Major Importance
	%	%	%
CURRICULUM & INSTRUCTION ACTIVITIES:			
School master schedule	77 (73)*	76 (77)	67 (69)
Evaluation of teachers	78 (84)	72 (70)	54 (69)
Curriculum development	61 (76)	73 (79)	52 (45)
STAFF PERSONNEL TASKS:			
School policies	99 (93)	93 (94)	59 (63)
Teacher selection	81 (74)	78 (81)	58 (54)
PUPIL PERSONNEL TASKS:			
Pupil attendance	97(100)	90 (86)	80 (84)
Pupil discipline	97 (99)	84 (80)	90 (96)
Student registration	80 (78)	81 (75)	55 (48)
Parent conferences - academic purposes	92 (94)	82 (81)	50 (56)

*Numbers in parentheses are percentages of responses from principals.

activities involving assistant principals would be an over generalization. The data cannot substantiate why these tasks appear. The pattern, however, seems to be due to more than chance.

VARIATIONS BETWEEN TYPES OF SCHOOLS

Up to this point in the analysis of the data, no distinction had been made between assistant principals working in junior high schools and those working in senior high schools, nor has any observation been made

distinguishing between schools in urban, suburban, or rural areas. To determine whether or not any substantial variation existed within these classifications, a different method of cross tabulation was devised. This change in type of cross tabulation consisted of four steps:

1. The responses from both assistant principals and principals was combined into one total sample population of 169 potential responses.

2. The 69 items on the questionnaire were re-grouped into the six borad categories of administrative activities: school management, curriculum and instruction, community relations, staff personnel, student activities and pupil personnel.

3. The six broad categories of administrative activities were then searched to identify those items within each category which had been rated as consisting of "total" or "shared" responsibility, a high degree of decision-making authority ("final" or "must be consulted"), and major importance to the proper functioning of the school. A majority agreement of the respondents was not demanded in the data search.

4. A statistical analysis of variance was conducted within each of the six broad categories of administrative activities to identify differences evident between the types of schools. The analysis consisted of the following:

a. computation of the mean number of items identified within each category of activities.

b. computation of the ninety-fifth percent confidence interval for the mean.

c. computation of the F-probability score.

Variance by Grades Served

The respondents had been asked to classify their schools on the

basis of grades served. The results were shown earlier in Table 4.2. Three classifications were used for the statistical analysis of variance: (1) junior high schools (grades seven to nine), (2) combination junior-senior high schools (grades seven to twelve), and (3) senior high schools (grades ten to twelve or nine to twelve).

The results of the data analysis were listed in Table 4.15. Some discrepancy was noted in each category of administrative tasks. In three of the categories, however, the variance was too slight to be statistically significant at the ninety-fifth percent confidence level. The three exceptions were in the areas of: (1) school management, (2) student activities, and (3) pupil personnel. The assistant principals in senior high schools seem to have been involved in more activities of major importance and permitting a high degree of decision-making authority in these three classifications of administrative activity. On the other hand, the data indicated that the assistant principals in junior-senior high school combinations were the least involved in tasks of this nature. They indicated that their level of authority was generally considerably lower than it was for assistant principals in junior high schools or senior high schools.

All three groups indicated that the area of community relations involved the least authority and/or importance. Likewise, the three groups agreed that the area involving the greatest number of tasks with this criteria was in the area of pupil personnel tasks.

Variance by Locale

The involvement of the assistant principals in the six categories of administrative activities of major importance and high level authority was also studied to determine what variance was evident by the locale of the school. The schools had been classified in one of three ways:

Table 4.15

Analysis of Administrative Activities of Assistant Principals Consisting of Total or Shared Responsibility, a High Degree of Authority, and Major Importance by Grades Served by the School

	MEAN SCORES				95% CONFIDENCE INTERVAL FOR MEAN	F-PROBABILITY
	JHS	J-SHS	SHS	TOTAL GROUP		
School management tasks	2.9767	1.6522	3.4556	3.0577	2.6010 to 3.5144	.026
Curriculum and instruction activities	1.9070	1.3478	2.6000	2.2244	1.8244 to 2.6143	.064
Community relations	1.6977	1.2174	1.8111	1.6923	1.4522 to 1.9324	.246
Staff personnel tasks	2.1628	1.3043	2.4667	2.2115	1.8151 to 2.6080	.136
Student activity duties	2.2791	1.7391	2.9222	2.5705	2.2491 to 2.8919	.023
Pupil personnel tasks	3.5581	2.6087	4.3889	3.8974	3.4928 to 4.3020	.007

Table 4.16

Analysis of Administrative Activities of Assistant Principals Consisting of Total or Shared Responsibility, a High Degree of Authority, and Major Importance by Locale of the School

	MEAN SCORES				95% CONFIDENCE INTERVAL FOR MEAN	F-PROBABILITY
	RURAL	URBAN	SUBURB	GROUP		
School management tasks	4.6957	5.1333	6.0465	5.3205	4.8272 to 5.8138	.166
Curriculum and instruction activities	4.2609	4.5111	5.9070	4.8590	4.3798 to 5.3382	.025
Community relations	2.4783	2.5556	2.6047	2.5577	2.3125 to 2.8029	.354
Staff personnel tasks	5.3478	5.2556	5.6279	5.3718	4.9443 to 5.7993	.689
Student activity duties	3.2174	2.5333	3.3256	2.8526	2.5194 to 3.1857	.083
Pupil personnel tasks	4.3478	4.5778	4.3023	4.4679	4.0717 to 4.8642	.672

(1) urban, (2) suburban, and (3) rural. Table 4.16 shows the statistical analysis results.

Differences were again evident in all six categories but only one category was identified as containing variances that were statistically significant at the ninety-fifth percent confidence interval. Major differences of opinion were obvious in the category of curriculum and instruction activities. Assistant principals in suburban schools were involved in more activities in this classification that were of major importance and permitted a high degree of authority than were assistant principals from either rural or urban areas. Rural assistant principals were involved in this area to a lesser extent than were other assistant principals.

SUMMARY OF THE DATA ANALYSIS

Data was presented indicating that a balanced cross-section of administrators from selected Minnesota secondary schools participated in the study. Tables 4.1 to 4.4 showed the percentage distribution of respondents by: (1) size of the student body, (2) grades included in the schools, (3) location of the schools, and (4) number of assistant principals employed in the study schools.

The level of responsibility that assistant principals had for the performance of their assigned duties was reported in Table 4.5. The level of responsibility was identified as "none," "shared," or "total." Table 4.6 contained a list of activities for which assistant principals had "shared" or "total" responsibility in half or more of the schools in the study. Many of the 42 activities listed were reported to involve "total" responsibility by a relatively small percentage of administrators.

Activities that assistant principals had the least responsibility

for were shown in Table 4.7. Most of these were activities that were district-wide in scope, that were functions that had not been integrated into the school situation, that were tasks not pertinent to the internal functioning of the schools, or that were duties usually assigned to school specialists.

The surveyed administrators had been asked to evaluate the degree of authority the assistant principals had for each of the 69 items on the questionnaire in terms of five classifications: (1) inform only, (2) surrogate authority, (3) advisory authority, (4) must be informed, or (5) final authority. The tabulated results were shown in Table 4.8. The greatest amount of authority was delegated in the area of pupil personnel tasks. The study identified the areas of high authority (Table 4.9) and activities that involved low level decision-making authority for half or more of the assistant principals in the study (Table 4.10).

A statistical analysis identified three items of disagreement between principals and assistant principals concerning the degree of authority delegated. These items were: (1) non-instructional equipment and supplies, (2) emergency arrangements, and (3) providing instructional materials.

The participants in the survey had been asked for their opinions regarding the importance of the various delegated tasks to the proper functioning of the schools. Three degrees of importance were used: (1) minimal, (2) average, and (3) major. Table 4.11 listed the results of that part of the study. The areas of major and minimal importance were also shown separately in Tables 4.12 and 4.13 respectively.

Principals and assistant principals indicated six items with a discrepancy of opinions worth noting. The discrepancies were identified as work in the areas of: (1) school daily bulletins, (2) providing for

instructional materials, (3) assemblies and lyceums, (4) student council tasks, (5) school traffic or safety squads, and (6) orientation programs for new students. Principals consistently rated the work of the assistant principals as being of more importance to the proper functioning of the school than did the assistant principals.

An attempt was made to identify a core of activities typical of the assistant principal's position (Table 4.14). The data could not be manipulated to substantiate a core of such activities.

The data concluded with a study of variations between types of schools by: (1) grade organization and (2) location of the school. Certain discrepancies were noted in the areas of school management, curriculum and instruction, student activities, and pupil personnel (Tables 4.15 and 4.16).

Chapter 5

SUMMARY AND CONCLUSIONS

RESTATEMENT OF THE PROBLEM

In recent years the assistant principalship has evolved into a standard position in many American secondary schools. The position is no longer a phenomenon characteristic of only the large urban schools.

From a historical perspective, it was apparent that there have been divergent conceptions of the assistant principal's proper function. Complete and carefully spelled out job descriptions covering the areas of duties and responsibilities have been practically non-existent. The position has not received significant attention as far as administrative study and research have been concerned.

The purpose of the study was to investigate the duties and responsibilities assigned to assistant principals in selected Minnesota secondary schools. The inventory of activities involving the assistant principalship that were investigated included: (1) school management, (2) curriculum and instruction, (3) community relations, (4) staff personnel, (5) student activities, and (6) pupil personnel items.

The study had the objective of determining: (1) the degree of responsibility delegated to the assistant principal for each duty assigned, (2) the level of authority involved in the completion of the delegated duty, and (3) the degree of importance the duty had to the proper functioning of the school, as viewed by the respondents.

SUMMARY

The findings of this study substantiated the observation that assistant principals in Minnesota secondary schools were involved in practically all aspects of the administrative process. In varying degrees, each of the 69 items on the questionnaire involved some type of administrative activity by one or more assistant principals.

Duties and Responsibilities

Assistant principals were seldom given "total" responsibility for any individual task. Detention was the only administrative activity reported by a majority of administrators to involve "total" responsibility on the part of the assistant principals. Most duties were assigned on a "shared" responsibility basis with the principal or other school specialist.

The ten activities reported most frequently as involving "total" or "shared" responsibility were: (1) school policies, (2) pupil attendance, (3) pupil discipline, (4) special arrangements at the start and close of the school year, (5) parent conferences for academic purposes, (6) staffing conferences, (7) emergency arrangements, (8) school dances and social activities, (9) school public relations, and (10) faculty meetings. Four of the first six activities dealt with pupil personnel tasks. This emphasis on pupil personnel tasks was characteristic of the work of the assistant principals.

Considerable variation existed between schools as to the degree of responsibility delegated for the various tasks. There were some replies in all classifications of responsibility ("none," "shared," and "total") for each of the 69 tasks with two exceptions. There were no responses indicating "total" responsibility for any assistant principal in the areas of

school budget or school alumni associations.

Activities of least responsibility for assistant principals were those that were:

1. district-wide in scope such as budget, transportation, and non-school related building use.

2. functions that had not been integrated into the school situation including financial aid for students and assistance in the transition to post school life.

3. tasks not pertinent to the internal functioning of the school including activities like the alumni association, adult education and PTA.

4. duties that were assigned to school specialists such as testing programs, teaching, textbook selection, newspaper, athletics and health services.

Authority

The amount of authority required, or permitted, the assistant principals for the completion of assigned areas of responsibility was quite restricted. Most administrators believed that the assignments given assistant principals did not require a high degree of decision-making authority ("final" authority or "must be consulted"). There were five exceptions to this generalization: (1) pupil discipline--final authority, (2) pupil attendance--final authority, (3) detention--final authority, (4) student retendance--must be consulted, and (5) school dances and social activities--must be consulted. Four of the five tasks were classified as pupil personnel tasks. There was a continuing emphasis, both with regard to responsibility and authority levels, inthe area of pupil personnel tasks.

All administrative activities that were identified as involving low level authority ("inform only") were also identified as areas where the

assistant principal had not responsibility. Most of the tasks assistant principals were held responsible for involved authority levels that were generally advisory or consultative in nature. The assistant principal's work could best be described as a "helping" role towards others--students, staff, and community.

Importance Ascribed to Tasks

The contributions of the assistant principals were identified in the study as contributing in a major way to the proper functioning of a majority of the schools in nine areas of administrative activity. The nine tasks were: (1) pupil discipline--a pupil personnel task, (2) pupil attendance--pupil personnel task, (3) school master schedules--curriculum and instruction activity, (4) school policies--staff personnel task, (5) teacher selection--staff personnel task, (6) student registration--pupil personnel task, (7) evaluation of teachers--curriculum and instruction activity, (8) curriculum development--curriculum and instruction activity, and (9) parent conferences for academic purposes--pupil personnel task. Once again the main emphasis was on pupil personnel tasks. Activities in the area of curriculum and instruction were also stressed as being important.

Generally speaking, the assistant principals considered their work important when the responsibility was "shared" or "total" and the authority was "advisory," "must be consulted," or "final."

Variance Between Junior and Senior High Schools

There was support for the generalization that no difference exists in the perception of the work of the assistant principals in junior high schools, or combination junior-senior high schools in the areas of

curriculum and instruction activities, community relations, and staff personnel tasks. However, assistant principals in senior high schools were more involved than other assistant principals in the areas of school management, student activities, and pupil personnel. Although these areas constituted the areas of administrative activities that assistant principals in combination junior-senior high schools were most active in, nevertheless, their degree of involvement was less than for assistant principals in junior high schools or in senior high schools.

Variance by Locale

Differences were evident in all six categories of administrative activity when comparisons were made by the locale of the school. In the area of curriculum and instruction activities, the difference was statistically important enough to note. Suburban assistant principals were involved to a greater extent in curriculum and instruction activities than were urban or rural assistant principals. The least involvement in this area was by the rural assistant principals.

Differences in Perception

Principals and assistant principals shared similar viewpoints concerning the amount of responsibility assistant principals had for assigned duties, the degree of authority delegated or permitted, and the importance of the assistant principal's work to the proper functioning of the schools. The statistically important differences were in the degree of authority delegated to non-instructional equipment and supplies, emergency arrangements, and providing instructional materials. Greater discrepancies were noted relative to the degree of importance ascribed to the work assistant principals do with school daily bulletins, providing instructional materials,

planning lyceums and assemblies, student councils, school traffic or safety squads, and orientation programs for new students.

In every instance involving a statistically significant difference of opinions between principals and assistant principals, the principals considered the tasks to be of considerably more importance to the proper functioning of the school and/or considered the activity to permit a higher degree of decision-making authority than did the assistant principals.

CONCLUSIONS

Assistant principals in Minnesota secondary schools are involved in practically all aspects of the administrative process. They are seldom assigned total responsibility for delegated tasks. Most of their duties involve sharing the responsibility of planning, organizing, coordinating, and completing the task with the principal.

Most administrators responded that the assignments delegated to the assistant principals did not require, or permit, a high degree of decision-making authority. The greatest degree of authority exercised by the majority of assistant principals was in the area of pupil personnel tasks. Assistant principals generally exercise authority of an advisory or consultative nature.

Administrators generally view the work done by assistant principals as important to the overall functioning of the school when there is shared or total responsibility and when the degree of authority is advisory or high level. Pupil personnel tasks and curriculum and instruction activities are considered to be of major importance.

The participants in the study ranked administrative activities consisting of total or shared responsibility, a high degree of authority, and

major importance in the following order:

1st--pupil personnel

2nd--school management

3rd--student activities

4th--curriculum and instruction

5th--staff personnel

6th--community relations

Discrepancies in perception relative to the work of the assistant principals by type and/or locale are variances of degree of involvement rather than a lack of involvement altogether.

Principals and assistant principals in Minnesota secondary schools share similar viewpoints concerning the amount of responsibility, the degree of authority, and the importance of the work of the assistant principal. Principals, more frequently than assistant principals, believe that the assistant principals have substantial amounts of responsibility for important functions which require a relatively high level of decision-making authority.

The study substantiated the view of the National Association of Secondary School Principals that assistant principals might be more accurately described as "assistants to the principal." When the differences of opinion, although small in themselves, are combined with the other findings of the study there is evidence to indicate that assistant principals frequently do not understand their role and expectations in the same manner as their principals see them.

RECOMMENDATIONS FOR FURTHER INVESTIGATION

The following areas of concern are recommended for further investigation and research:

1. There is a need to analyze the roles of the principal and assistant principal as they relate to the organizational structure of the school.

2. Complete and carefully spelled out job descriptions covering the duties and responsibilities of the assistant principal need to be developed.

3. There is a need to determine if the assistant principalship is to be encouraged as a career position or if it should serve as an apprenticeship prior to achieving the principalship.

4. A need exists to identify and implement procedures to upgrade the role of the assistant principal. Two possible methods that might fulfill this need are competency based education and in-service programs for principals and assistant principals.

5. Further study and clarification is necessary with respect to delegation of authority commensurate with the degree of responsibility for assigned duties.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

Allen, Louis A. Management and Organization. New York: McGraw-Hill, 1973.

_____. The Management Profession. New York: McGraw-Hill, 1964.

_____. Professional Management: New Concepts and Proven Practices. New York: McGraw-Hill, 1973.

Austin, David B. and Harry L. Brown, Jr. Report of the Assistant Principalship, The Study of the Secondary School Principalship. Washington, D.C.: National Association of Secondary School Principals, 1970.

Austin, David B., Will French, and J. Dan Hull. American High School Administration: Policy and Practice. New York: Holt, Rinehart, and Winston, 1962.

Knezevich, Stephen J. Administration of Public Education. 3rd ed. New York: Harper and Row, 1975.

National Association of Secondary School Principals. The Assistant Principal: A Collection of ERIC Document Resumes. U.S., Educational Resources Information Center, ERIC Document ED 173 563, February, 1973.

B. PERIODICALS

Barratt, Thomas K. "Assistant Principals," American School Board Journal, 130 (April, 1955), 55-57.

Boardman, Charles, John Gran and Agnes Holt. "The Duties and Responsibilities of the Assistant Principal in the Secondary School," The Bulletin of the National Association of Secondary School Principals, 30 (March, 1946), 3-11.

Brown, Glenn J. and James E. Rentschler. "Why Don't Assistant Principals Get the Principalship?" The Bulletin of the National Association of Secondary School Principals, 57 (October, 1973), 42-44.

Burgess, Lovala. "The Assistant Principalship: Where Now," The Bulletin of the National Association of Secondary Principals, 60 (April, 1976), 76-81.

Davis, E. Dale and John Moore. "The Assistant Principal in the Junior High School," The Bulletin of the National Association of Secondary School Principals, 49 (January, 1965), 1-4.

Gillespie, T. Marcus. "The Assistant Principal: Status, Duties, and Responsibilities," The Bulletin of the National Association of Secondary School Principals, 45 (December, 1961), 59-67.

Hurley, Leo. "The Vice Principal: Educational Leader or Hatchet Man?" The Bulletin of the National Association of Secondary School Principals, 49 (January, 1965), 12-14.

Jarrett, Richard W. "The Activities of the Assistant Principal in Secondary Schools," The Bulletin of the National Association of Secondary School Principals, 42 (September, 1958), 60-64.

Laughery, Wayne W. "Experience or Vision in the Assignment of Assistant Principal's Duties?" The Bulletin of the National Association of Secondary School Principals, 43 (September, 1959), 112-113.

Long, Charles M. "Duties of Secondary School Vice Principals," The Bulletin of the National Association of Secondary School Principals, 41 (February, 1957), 26-37.

Martin, Evelyn B. "A Profile of Women as Secondary School Vice-Principals," The Bulletin of the National Association of Secondary School Principals, 42, (March, 1958), 77-83.

Meade, David W. "The Administrative Team," Minnesota Association of Secondary School Principals Bulletin, 35 (November, 1970), 45-48.

Rankin, Donald L. "A Unified Approach to Administration," The Bulletin of the National Association of Secondary School Principals, 57 (October, 1973), 70-74.

Rieder, George A. "The Role of Tomorrow's Manager," The Personnel Administrator, 20 (January, 1975), 14-19.

Sprague, Nancy F. "Involving the Assistant Principal on the Administrative Team," The Bulletin of the National Association of Secondary School Principals, 57 (October, 1973), 28-35.

Van Eman, Charles R. "Functions of the Assistant High School Principal and Other Assistant Executives," Educational Research Bulletin, 5 (March 31, 1926), 148-150.

Wells, Philip C., Robert H. Nelson and Earl M. Johnson, "The Assistant Secondary School Principal," The Bulletin of the National Association of Secondary School Principals, 49 (January, 1965), 15-22.

Wright, W. A. E. "Educational and Vocational Histories of Vice or Assistant Principals in Senior High Schools," School and Society, 49 (April 29, 1939), 553-556.

Young, Richard. "Delegation, Decision-Making and the School Principal," Minnesota Association of Secondary School Principals Bulletin, 37 (May, 1972) 78-80.

C. UNPUBLISHED SOURCES

Regan, John E. "Duties and Responsibilities of Minnesota Assistant Principals." Unpublished thesis data, University of Minnesota, 1976.

Salek, Jerry. "An Investigation of the Applicability of an Industrial Management and Organization Approach to the Administrative Structure of House Plan Senior High Schools." Unpublished PhD dissertation, Teachers College, Columbia University, 1968.

APPENDIX A

COVER LETTER FROM

DAVID W. MEADE, MASSP

Minnesota Association of Secondary School Principals
Suite 350, Hanover Building, 480 Cedar Street, St. Paul, Minnesota 55101 - Telephone (612) 224-1828

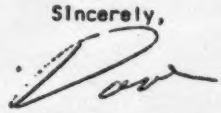
Dear MASSP Member:

The importance of the assistant principalship as a valuable member of the administrative team is recognized by our profession. Without question, more research is still needed in this area.

I urge your cooperation with the enclosed study of the assistant principalship in Minnesota. The results of the study are of potential value to all members of MASSP. Reliable data requires a high percent of returns from the sample population. Therefore, your response and help with this project are important to the success of the study.

MASSP will be provided with a copy of the final report when the study is completed.

Sincerely,



David W. Meade
Executive Secretary

DWM/ase

ROLLAND RING, President
VINTON ZABEL, President-Elect
JAMES RUDE, Coordinator
KEITH REDFIELD, Secretary
R. J. REHWALDT, Past President
DAVID W. MEADE, Executive Secretary
PHILLIP L. TENNEY, Assistant Executive Secretary

AFFILIATED WITH THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS AND SCHOOL ADMINISTRATORS OF MINNESOTA

APPENDIX B

INTRODUCTORY LETTER

Joseph T. Hentges
7880 Iverson Ave. South
Cottage Grove, MN 55016

May 10, 1976

Dear Assistant Principal:

The purpose of this letter is to enlist your help with what is intended to be a comprehensive study of the assistant principalship in Minnesota. This study is patterned after the N.A.S.S.P. research of the late '60's.

Why is this study worthy of your valuable time? We, the assistant principals, are beginning to attract attention. The profession is beginning to awaken and pay attention to our needs and recognize the importance of the assistant principalship. However, much remains to be accomplished. A need exists to indicate the specific roles or jobs which are delegated to the assistant principal as a member of the administrative team. Complete and carefully spelled out job descriptions covering the areas of duties, responsibilities, and the level of authority are practically non-existent or leave much to be desired. A good grasp of what the assistant principalship is all about is needed.

Enclosed are two (2) copies of a questionnaire. Please complete the form marked "Assistant Principal" and return it to me in the enclosed self-addressed envelope within the next day or so, if possible. Equally important, please forward the copy marked "Principal" to your building principal and ask for his cooperation in also completing the survey, and returning it to me as soon as possible.

You are given my personal assurance that absolutely no reference will be made to any individual, school, or school district at any time during the course of this project. The data processing code marked on the questionnaire is intended only to simplify follow-up letters and categorize responses. Confidentiality is assured at all times.

This research project is being undertaken in partial fulfillment of the requirement for the Education Specialist degree in Secondary School Administration. The project is being assisted and supervised by Dr. Jerry Salek, Mankato State University.

Please, give a few minutes out of your busy schedule to contribute to this study of our profession.

Sincerely,

Joseph T. Hentges

Joseph T. Hentges
Assistant Principal

P.S. Copies of the tabulated results will be available by August 1, 1976. M.A.S.S.P. will be provided with a copy of the complete study.

APPENDIX C

QUESTIONNAIRE/OPINIONNAIRE USED

IN THE NORMATIVE STUDY

Data Processing Code: _____

ASST. PRINCIPAL

A NORMATIVE STUDY OF THE ASSISTANT PRINCIPALSHIP

I. General Information. Please supply the following general information by CIRCLING THE APPROPRIATE CODE NUMBERS. *Confidentiality of responses is assured. No reference to individual schools or school systems will be made in this survey.*

1. Your official title:

   a. Principal
   b. Assistant Principal
   c. Vice Principal
   d. Other _____

2. Locale of your school:

   a. Rural
   b. Urban (St. Paul, Mpls., Duluth)
   c. Suburban
   d. Other _____

3. Grades served by your school:

   a. 7 - 9
   b. 7 - 12
   c. 9 - 12
   d. 10 - 12
   e. Other _____

4. School enrollment:

   a. Under 500
   b. 500 - 750
   c. 751 - 1000
   d. 1001 - 1500
   e. 1501 - 2000
   f. Over 2000

5. Number of assistant principals in your school:

   a. Three or more
   b. Two
   c. One, full time
   d. One, part time
   e. None

II. Directions for Completion of the Survey. Please supply the following survey information by CIRCLING THE APPROPRIATE CODE NUMBERS. We would like to know what YOUR operating practices are and what is expected of the assistant principal in YOUR school. The list of duties and responsibilities is not exhaustive but is, rather, a selected sample.

RESPONSIBILITY. In the appropriate column indicate the level of responsibility the assistant principal has for each duty delegated.

1. *None:* The A.P. has no responsibility for the delegated task.

2. *Shared:* Both the A.P. and the principal (or other) work together in planning, organizing, and coordinating.

3. *Total:* The A.P. is obligated to carry the delegated task through to its conclusion; the A.P. plans, organizes, and completes.

AUTHORITY. In the appropriate column indicate the level of authority the assistant principal has for each duty delegated.

1. *Information Only:* The A.P. must be notified of action taken or decision made; does not require his approval.

2. *Surrogate:* The A.P. is delegated to act in place of another; the authority to act is by specific and restricted delegation of the one having the final authority.

3. *Advisory:* The A.P. has authority to advise, suggest, recommend, and counsel.

4. *Must Be Consulted:* The A.P. must be consulted prior to a final decision. Disagreement must be carried to a higher authority before a final decision can be made.

5. *Final:* The A.P. has the right to make the final decision. He does not have to go to another for final approval.

IMPORTANCE. In the appropriate column indicate the level of importance YOU believe the delegated duty has to the proper functioning of the school.

NORMATIVE STUDY OF THE ASSISTANT PRINCIPALSHIP

	RESPONSIBILITY LEVEL			AUTHORITY LEVEL					LEVEL OF IMPORTANCE		
	NONE	SHARED	TOTAL	INFORM ONLY	SURROGATE	ADVISORY	MUST BE CONSULTED	FINAL	MINIMAL	AVERAGE	MAJOR
1. Pupil Discipline	1	2	3	1	2	3	4	5	1	2	3
2. School Policies	1	2	3	1	2	3	4	5	1	2	3
3. Orientation Program for New Students	1	2	3	1	2	3	4	5	1	2	3
4. Evaluation of Teachers	1	2	3	1	2	3	4	5	1	2	3
5. Assemblies and Lyceums	1	2	3	1	2	3	4	5	1	2	3
6. Varsity Athletics	1	2	3	1	2	3	4	5	1	2	3
7. Instruction for Home Bound Students	1	2	3	1	2	3	4	5	1	2	3
8. Providing Instructional Materials	1	2	3	1	2	3	4	5	1	2	3
9. Student Photographs	1	2	3	1	2	3	4	5	1	2	3
10. School Alumni Association	1	2	3	1	2	3	4	5	1	2	3
11. School Public Relations Program	1	2	3	1	2	3	4	5	1	2	3
12. School Budget	1	2	3	1	2	3	4	5	1	2	3
13. School Calendars	1	2	3	1	2	3	4	5	1	2	3
14. School Daily Bulletins	1	2	3	1	2	3	4	5	1	2	3
15. Orientation Program for New Teachers	1	2	3	1	2	3	4	5	1	2	3
16. School Guidance Program	1	2	3	1	2	3	4	5	1	2	3
17. Curriculum Development	1	2	3	1	2	3	4	5	1	2	3
18. Student Council, Student Government (General Organization)	1	2	3	1	2	3	4	5	1	2	3
19. Teacher Personnel Records	1	2	3	1	2	3	4	5	1	2	3
20. Medical, Dental, and Health Services	1	2	3	1	2	3	4	5	1	2	3
21. Work-study Programs	1	2	3	1	2	3	4	5	1	2	3
22. Parent Teacher Association (or its counterpart)	1	2	3	1	2	3	4	5	1	2	3
23. Transportation Services	1	2	3	1	2	3	4	5	1	2	3

	RESPONSIBILITY LEVEL			AUTHORITY LEVEL						LEVEL OF IMPORTANCE		
	NONE	SHARED	TOTAL	INFORM ONLY	SURROGATE	ADVISORY	MUST BE CONSULTED	FINAL		MINIMAL	AVERAGE	MAJOR
24. Administrative Representative of School at Community Functions	1	2	3	1	2	3	4	5		1	2	3
25. Innovations, Experiments, and Research	1	2	3	1	2	3	4	5		1	2	3
26. Special Arrangements at the Start and Close of the School Year	1	2	3	1	2	3	4	5		1	2	3
27. Substitute Teachers	1	2	3	1	2	3	4	5		1	2	3
28. Student Teachers	1	2	3	1	2	3	4	5		1	2	3
29. Teachers "Duty" Rosters	1	2	3	1	2	3	4	5		1	2	3
30. Textbook Selection	1	2	3	1	2	3	4	5		1	2	3
31. Financial Aid for Students	1	2	3	1	2	3	4	5		1	2	3
32. Field Trips	1	2	3	1	2	3	4	5		1	2	3
33. School Club Program (cheerleaders, service, & scholarly groups)	1	2	3	1	2	3	4	5		1	2	3
34. School Traffic or Safety Squad	1	2	3	1	2	3	4	5		1	2	3
35. Adult Education Program	1	2	3	1	2	3	4	5		1	2	3
36. Detention	1	2	3	1	2	3	4	5		1	2	3
37. Custodial Services	1	2	3	1	2	3	4	5		1	2	3
38. Clerical Services	1	2	3	1	2	3	4	5		1	2	3
39. Teacher Selection	1	2	3	1	2	3	4	5		1	2	3
40. Pupil Attendance	1	2	3	1	2	3	4	5		1	2	3
41. School Master Schedule	1	2	3	1	2	3	4	5		1	2	3
42. School Financial Accounts	1	2	3	1	2	3	4	5		1	2	3
43. School Newspaper	1	2	3	1	2	3	4	5		1	2	3
44. Faculty Meetings	1	2	3	1	2	3	4	5		1	2	3
45. External Testing Program (National Merit, SAT, ACT, etc.)	1	2	3	1	2	3	4	5		1	2	3
46. Student Store	1	2	3	1	2	3	4	5		1	2	3

	RESPONSIBILITY LEVEL			AUTHORITY LEVEL					LEVEL OF IMPORTANCE		
	NONE	SHARED	TOTAL	INFORM ONLY	SURROGATE	ADVISORY	MUST BE CONSULTED	FINAL	MINIMAL	AVERAGE	MAJOR
47. Information Concerning Community Resources for Instruction	1	2	3	1	2	3	4	5	1	2	3
48. Cafeteria Services	1	2	3	1	2	3	4	5	1	2	3
49. School Wide Exams (Finals, Department Exams, "Team" Tests, etc.)	1	2	3	1	2	3	4	5	1	2	3
50. "Articulation" with Feeder Schools	1	2	3	1	2	3	4	5	1	2	3
51. Liaison with Youth Serving Agencies of the Community	1	2	3	1	2	3	4	5	1	2	3
52. Relationships with Educational & Employer Representatives	1	2	3	1	2	3	4	5	1	2	3
53. Non-instructional Equipment and Supplies	1	2	3	1	2	3	4	5	1	2	3
54. School Dances and Social Activities	1	2	3	1	2	3	4	5	1	2	3
55. Vending Machines	1	2	3	1	2	3	4	5	1	2	3
56. Emergency Arrangements (Fire, etc.)	1	2	3	1	2	3	4	5	1	2	3
57. Assist Students in the Transition from School to Post School Life	1	2	3	1	2	3	4	5	1	2	3
58. School Related Building Use	1	2	3	1	2	3	4	5	1	2	3
59. Non-school Related Building Use	1	2	3	1	2	3	4	5	1	2	3
60. Graduation Exercises	1	2	3	1	2	3	4	5	1	2	3
61. Student Registration	1	2	3	1	2	3	4	5	1	2	3
62. Supervision of Evening School Activities	1	2	3	1	2	3	4	5	1	2	3
63. Teaching Classes	1	2	3	1	2	3	4	5	1	2	3
64. Staffing / Case Conferences	1	2	3	1	2	3	4	5	1	2	3
65. Negotiations (Planning / Review)	1	2	3	1	2	3	4	5	1	2	3
66. Department Head Meetings	1	2	3	1	2	3	4	5	1	2	3
67. In-Service Programs	1	2	3	1	2	3	4	5	1	2	3
68. Parent Conferences	1	2	3	1	2	3	4	5	1	2	3
69. Intramural Programs	1	2	3	1	2	3	4	5	1	2	3